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ABSTRACT

One of four teaching guides published by the Houston Independent School District for teacher use in developing career education units in the classroom, this document provides a teaching unit for five career areas: environmental control, public service, health, hospitality/recreation, and personal services. In each area, the behavioral objectives, instructional procedures, suggested activities, performance goals, evaluation, and a lesson plan are detailed. An appendix at the end of each section provides job descriptions and information through newspaper articles, cartoons, and short stories. A list of addresses for further material is provided for each occupational cluster. (JC)

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CAREER ORIENTATION

PART 3

ED 094240

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HOUSTON INDEPENDENT SCHOOL DISTRICT
Houston, Texas
1973

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CAREER ORIENTATION

SECONDARY LEVEL

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Curriculum Bulletin Number 73CBM3

Prepared by

Mrs. Mary Elizabeth Schell
Consultant, Occupational Orientation

Pilot Teachers

Fran Argiropoulos
Mary Belt
Barbara Brockmann
Jackie Burgess
Russell Flinn
Lexie Brewster
Dan Laas
Rose Parks
Thomas Pettaway
Al Ribnick
Ted Schneidler
Frank Silver
Opal Sparks

Art Work

Richard Mallett (Eighth Grade Student)

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Houston, Texas
1973

Prepared Under the Direction Of

Mr. J. B. Whiteley, *Superintendent*, Division of
Occupational and Continuing Education
Mr. T. C. Harrell, *Director*, Career Development
Mrs. Roberta Brisco, *Coordinator and Editor*

Board of Education

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George Oser, Ph.D.

Administration

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Dr. J. Don Boney, *Chief Instructional Officer*

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SECTION I

ENVIRONMENTAL CONTROL CAREERS

CLASSROOM PRESENTATION
OF
THE CONCEPTS AND PROCEDURES
OF
ENVIRONMENTAL CONTROL CAREERS

I. Behavioral Objectives

A. Ninety percent of students will identify a sample of the damage of pollution on a person, plant, or object. The teacher and several students will bring samples.

B. Eighty percent of students will name two people or organizations that investigate and seek solutions to pollution.

C. Seventy percent of students will write a letter to an organization that can send pictures of man's relation to his environment (addresses in appendix).

II. Instructional Procedures

A. Students will be directed to prepare or participate in two or more of the following suggested activities. The individual's interest and ability should be considered in making assignments. A hand-out sheet of the suggested activities should be distributed to each student the first day Environmental Control is introduced. If the student is vitally interested in this field, he should be allowed to continue working on it even after the four day investigation of Environmental Control has ended. Of course, it will be necessary for all students to move into the next field for class participation, but activities outside of class should be limited to students' greatest interests.

B. A collection of meaningful visual aids will be brought to class. Students will help prepare some of these aids.

Suggested Activities

Students will complete two or more of the following activities:

1. Take part in four days of monitoring pollution count. (Ask science teacher for assistance.)
2. Contact two names, addresses, and dates of companies that accept materials for recycling. Find out when, where, and how materials are to be delivered. Share this information with the class.
3. Produce "Polly Pollution."
4. Take a role in "Polly Pollution."
5. Do art work for "Polly Pollution."
6. Coordinate music and sound effects for "Polly Pollution."
7. Collect three or more pictures of pollution in the city.
8. Bring a plant, animal, or story of a human affected by pollution.
9. Visit a research laboratory for pollution control. Tape a worker's comments.
10. Make your own purifier. (Directions are in the appendix.)
11. Make a poster showing needs of pollution control or careers in Environmental Control.
12. Volunteer to do regular clean-up projects in the school or community.
13. Collect articles that have been thrown away and make something useful of them; for example, tabs from cold drink cans make a belt when linked together.
14. Do a research project on a plant exposed to pollution as compared to one that is not.
15. Write three or more pages of research on Man's Relation to His Environment.
16. Interview an ear specialist about the dangers of noise pollution. Record the doctor's statements.
17. Collect empty all-aluminum beverage cans on a regular schedule and take these cans to a reclamation center. Use the money for career study tours.
18. Collect three or more articles on pollution. Add them to your scrapbook.
19. Help organize an environmental club for your school. Get your principal's permission and ask the science teacher if this interest can be added to extra-curricular activities in science.
20. Write a letter for free air sampling equipment to:

    Mr. Charles Barden
    Air Control Board
    Austin, Texas

III. Performance Goals

A. Participation in environmental club

B. Letter writing

C. Involvement in recycling activity

D. Assistance with campus pollution problems

IV. Evaluation

A. Oral and written participation on projects suggested in Student Activities

B. Volunteer work with pollution control

C. Summation of work as shown on the "wheel."

FLEXIBLE LESSON PLAN

First Day—Introduction

Make film or slide presentation. (See appendix for titles.)
Discuss the visual program.
Distribute "Suggested Activities for Students."
Introduce the play "Polly Pollution." Give copies to interested students. Assign a director. (Play is in appendix.)

Second Day—Resource Speaker

Speaker or study tour (See appendix.)

Third Day—Current Pollution Problems

Discuss recent books, articles, and pictures on pollution workers. (See appendix.)
Give time for work on "Suggested Activities for Students."

Fourth Day—Involvement

Student presentations of work assigned first day
Role play in a case study of a pollution control employee, if time permits

APPENDIX

1. Interdependence Chart
2. H.E.W. Chart
3. Stories, Data, Activities*
4. Want Ads
5. Predictions
6. Resources
   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials
7. Summation Wheel

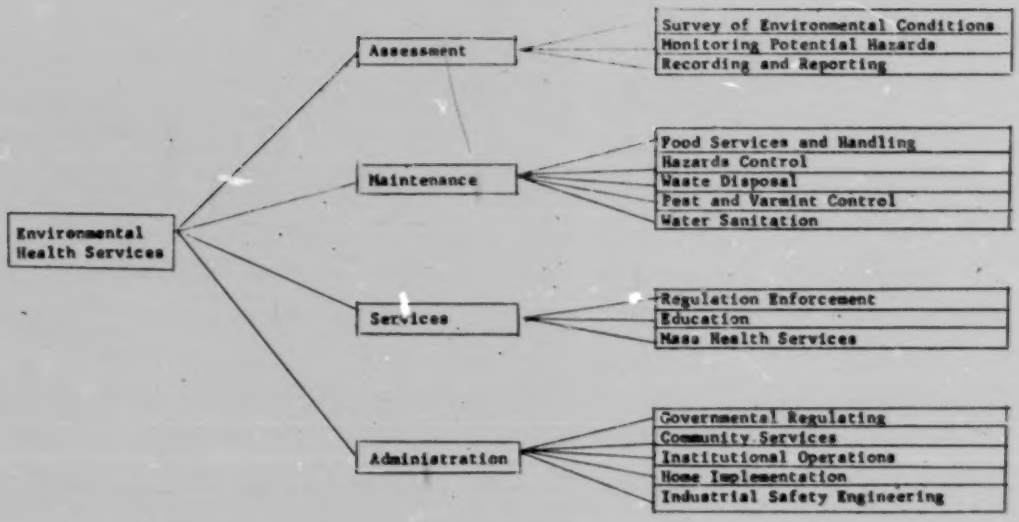
---

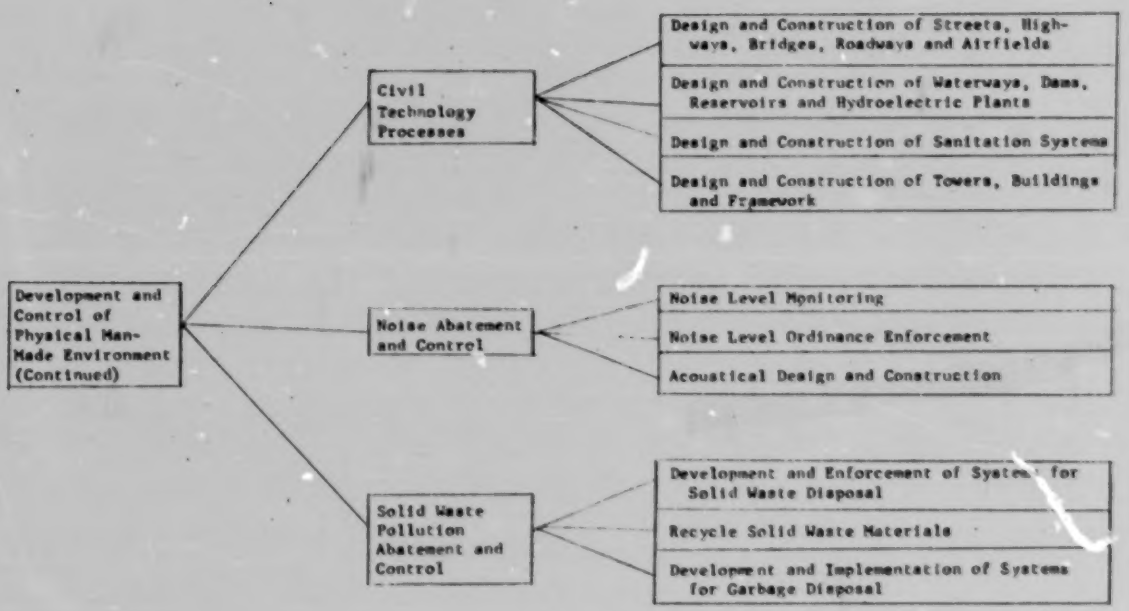
*This may vary with specific subjects in the different careers

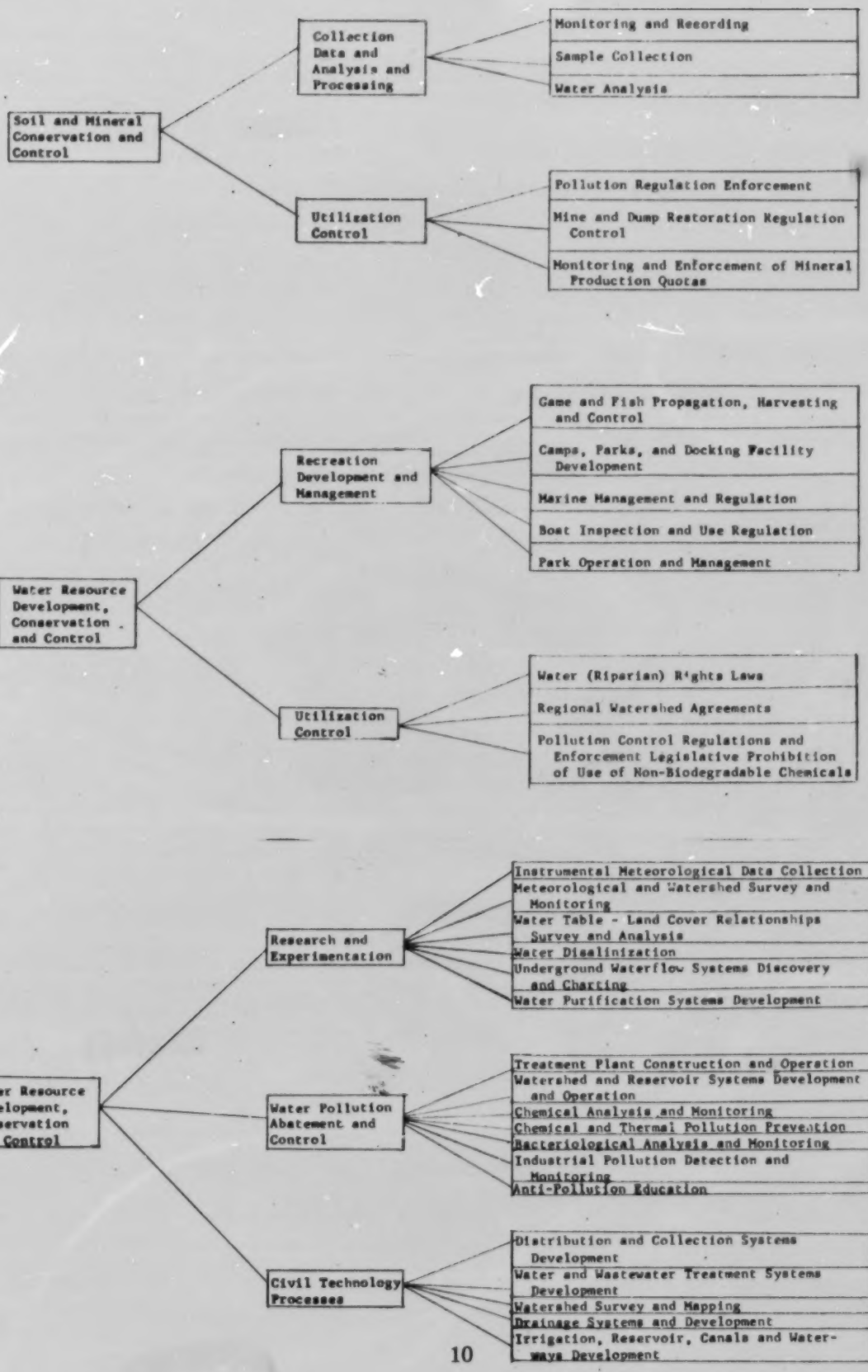
ENVIRONMENTAL CONTROL — Interdependence — Examples of a Few People and Places

Needs	Careers	Places of Employment
Safe air Why? Breathing Listening Seeing	Chemist Engineer Meteorologist Acoustical designer Physician	Audio research laboratory Visual research laboratory Organization for control of lung diseases
Safe water Why? Drinking Irrigating Recreation Industry Transportation	Water analysis technician Recycling engineer Monitoring technician Mechanical engineer Chemical engineer	Government agency Utility company
Food and shelter Why? Basic needs of humans and animals	Ecologist Crop duster Erosion engineer Biologist Farmer Food inspector Conservationist Veterinarian Nutrition technician Rancher Forest ranger Earth scientist	Ranch Farm Government agency University Junior or senior high school Animal laboratory
Minerals Why? Fuel	Petroleum positions (geologist, chemist, physicist) Production quota statistician	Oil company Government agency
Distributing information Why? Awareness of dangers	Writer Announcer Safety engineer Social worker Teacher	Newspaper publisher Magazine publisher Television and radio station School City office
Interpretation and enforcement Why? Control	Forest ranger Lawyer County agent Environmental Protection Agent	County office State office E.P.A. (Environmental Protection Agency)

JOB CLUSTERS




Development and Control of Physical Man-Made Environment (Continued)
Civil Technology Processes
Design and Construction of Streets, Highways, Bridges, Roadways and Airfields
Design and Construction of Waterways, Dams, Reservoirs and Hydroelectric Plants
Design and Construction of Sanitation Systems
Design and Construction of Towers, Buildings and Framework
Noise Abatement and Control
Noise Level Monitoring
Noise Level Ordinance Enforcement
Acoustical Design and Construction
Solid Waste Pollution Abatement and Control
Development and Enforcement of Systems for Solid Waste Disposal
Recycle Solid Waste Materials
Development and Implementation of Systems for Garbage Disposal


Soil and Mineral Conservation and Control
Collection Data and Analysis and Processing
Monitoring and Recording
Sample Collection
Water Analysis
Utilization Control
Pollution Regulation Enforcement
Mine and Dump Restoration Regulation Control
Monitoring and Enforcement of Mineral Production Quotas
Water Resource Development, Conservation and Control
Recreation Development and Management
Game and Fish Propagation, Harvesting and Control
Camps, Parks, and Docking Facility Development
Marine Management and Regulation
Boat Inspection and Use Regulation
Park Operation and Management
Utilization Control
Water (Riparian) Rights Laws
Regional Watershed Agreements
Pollution Control Regulations and Enforcement Legislative Prohibition of Use of Non-Biodegradable Chemicals
Water Resource Development, Conservation and Control
Research and Experimentation
Instrumental Meteorological Data Collection
Meteorological and Watershed Survey and Monitoring
Water Table - Land Cover Relationships Survey and Analysis
Water Disalinization
Underground Waterflow Systems Discovery and Charting
Water Purification Systems Development
Water Pollution Abatement and Control
Treatment Plant Construction and Operation
Watershed and Reservoir Systems Development and Operation
Chemical Analysis and Monitoring
Chemical and Thermal Pollution Prevention
Bacteriological Analysis and Monitoring
Industrial Pollution Detection and Monitoring
Anti-Pollution Education
Civil Technology Processes
Distribution and Collection Systems Development
Water and Wastewater Treatment Systems Development
Watershed Survey and Mapping
Drainage Systems and Development
Irrigation, Reservoir, Canals and Waterways Development

ENVIRONMENTAL CONTROL CAREERS

(Notes taken when interviewing Dr. Walter A. Quebedeaux, Jr., Director for Harris County Pollution Control Department)

Educational background of present staff:

1. Forestry
2. Biology
3. Physical chemistry
4. Organic chemistry
5. Engineering
6. Secretarial training

Job descriptions fall in these categories:

1. Field investigation
2. Engineering reports
3. Laboratory analysis
4. Case preparation
5. Secretarial duties (typing, filing, and relating messages)

Leading Criteria for Employment

1. Talent
2. Interest

Advise to Students

1. Get involved *now*
2. Feel responsible for assisting with environmental control
3. Form a monitoring club

Monitoring Club

Students may plan a Monitoring Club as part of their extra-curricular activities. The science teacher often serves as a sponsor.

The purpose of a monitoring club is to take samples of air and water at regular intervals. Reports on these samples should be sent to pollution control authorities.

Supplies and directions for this procedure will be provided by the government. There is no charge.

More and more monitoring stations are needed throughout the nation. Everyone's future is at stake; so everyone stands to gain. Joint efforts of individuals will make it possible for our country to have active, efficient guardians of the environment. Write an agency today for more information.

Environmental Control Agency Suggest
People and Places to Write

1. Dr. Walter A. Quebedeaux
   Director for Air and Water Pollution
   Division of Harris County Health Dept.
   107 North Munger
   Pasadena, Texas 77502

2. Dr. Charles Barden
   Air Control Board
   Austin, Texas

3. "Man in His Environment"
   University of Texas
   Austin, Texas

MAKE YOUR OWN PURIFIER

Directions from Mrs. Mary Belt—Fondren Jr. High School

Apparatus:
1 funnel
1 handful of sand
2 1-quart jars
1 cotton ball

Procedure: 1. Pour ½ inch of soil into a quart jar. Add a quart of water. Shake water until soil particles are mixed. Let water stand five minutes.

Results: Write the results.

Procedure: 2. Place cotton in funnel. Push it as far down as it will go. Place a one-inch layer of sand over the cotton. Now place the funnel in the clean jar. Gently pour water from the settling jar into the funnel.

Results: Write results of water in the funnel. Describe water in the clean jar.

Only Lab Model Cars Can Meet 1975 Pollution Standards

Detroit — Yes, there are cars that can pass the 1975 federal emission standards. The cars stand in laboratories, are carefully tended by engineers and are run under ideal conditions.

Can the industry, in two years, mass produce these cars and still meet the standards when they are driven under all kinds of stresses?

Perhaps the most pessimistic answer to this question was given recently by Charles M. Heinen, head of the Chrysler Corp.'s pollution control program and one of the most hard-nosed engineers in the industry.

He began a recent speech by saying: "The answer to the question, 'Are we ready for the 1975 emission standards?' is a resounding no."

The General Motors Corp., which recently unveiled its plans for meeting the standards, was a little less negative.

Must Decide

Edward N. Cole, president of General Motors, said that the corporation had been able to meet the standards "only with prototype systems in experimental cars at low mileage." He added:

"Much progress is required to get from these carefully tuned experimental systems to mass produced hardware that not only functions properly in the hands of our customers, but also meets the federal requirements."

Despite the uncertainties, the nation's four major automobile manufacturers have already made or will soon have to make decisions on what kind of systems they will use for their 1975 models.

Manufacturers are not comfortable, however, with the system that is now the only alternative — a combination of engine modifications with catalysts, materials that help burn up pollutants but are not affected by the process themselves.

Catalyst Problems

In his speech, Heinen mentioned the following problems with catalysts:

- They work only within a certain temperature range. If they get too hot, they rapidly lose their effectiveness. If the temperature is low, the exhaust is not hot enough to activate the catalyst.
- They can be poisoned by lead or other foreign matter in fuels, such as phosphorous or sulphur, which coat the surface and make the catalyst ineffective.
- They deteriorate from the constant shock of rapid temperature changes when an engine goes from idle to high speed and back to idle. Catalysts can also be damaged by shocks when a car backfires.

The industry hopes to solve some of the problems, but others are beyond its control.

The oil industry, for example, will have to develop an adequate supply of nonleaded gas for the systems. But the oil industry has shown little willingness yet to invest in new refineries that would meet the demand.

In addition, the Environmental Protection Agency, which administers the Clean Air Act, has yet to announce the fuel standards for 1975.

There is also the problem of durability. Under the Clean Air Amendment of 1970, the auto industry is responsible for providing a system that will last five years or 50,000 miles. So far, the best systems have met the standards only for 15,000 miles.

Beyond the technical problems is the wider issue of cost. Automobile manufacturers have said from the beginning that the cost of meeting the 1975 standards, which would reduce the emissions of carbon monoxide, hydrocarbons and nitrogen oxides by 90 percent from present levels, are not worth the benefits.

They also argue that people who live in rural areas should not have to pay for devices that are designed to cope with air pollution problems in such cities as Los Angeles or New York.

The auto manufacturers' arguments won the support last spring of a committee in President Nixon's Office of Science and Technology. The committee released a study estimating that, to meet 1976 emission standards, the manufacturers would have to add $350 to the cost of every car.

But so far there has been no willingness on the part of the Environmental Protection Agency or Congress to modify the goals that have been set.

Houston Chronicle
Nov. 5, 1972

Quebedeaux Complains of State Agencies

BY KAY MOORE
Chronicle Staff

Dr. Walter A. Quebedeaux, Harris County pollution control director, says two state agencies' superceding powers make it difficult for cities and counties to "get tough" on solid waste disposal enforcement.

Quebedeaux addressed a House interim committee that convened here Thursday to probe the solid waste problem in Texas.

Quebedeaux complained that state statutes give the State Health Department and the Texas Water Quality Board ultimate authority over waste disposal.

If a commissioners court refuses to grant a permit for a landfill, he said, one of the state agencies can overrule the decision.

He suggested that the state set minimum waste disposal standards for all cities and counties but allow local governments to implement tougher regulations if they desire.

"We don't have the same speed limits in every county," he said. "Why have the same waste rules?"

Quebedeaux also charged that statutes of the Health Department on waste disposal are inconsistent with those of the Water Quality Board, and the result is "mass confusion."

One state agency should be created to handle all waste disposal problems, Quebedeaux suggested.

The use of the sanitary landfill in Harris County is nearing extinction, he said, because of unsatisfactory soil conditions and because the few suitable large tracts are near residential areas.

Composting ultimately is the best waste disposal method, but the public "is not ready for this advanced system," he said.

The incinerator probably is the best means of disposal at present, he said, but only if its emissions are free of particulates.

Quebedeaux charged that particulate matter from the City of Houston's incinerator can be traced from 10 to 15 miles away.

Jack McDaniel, director of the City of Houston's new department of solid waste management, said Mayor Louie Welch felt the local solid waste problem is so important he separated garbage control from the city's department of public works.

McDaniel said the city is sending about one-third of its garbage collections to a compost plant and recycling station as a pilot project.

Cost is the main reason all the city's garbage is not sorted and recycled, he said.

Dr. Albert Randall, Houston health director, said costs would be diminished if the responsibility of garbage sorting were placed on the individual rather than industry.

Citizens could separate waste paper, cans and bottles, he said, and the same refuse collector could pick up all three and deposit them in separate bins on the refuse truck.

Randall disagreed with "the popular conception that the average man is apathetic toward the solid waste problem."

"In the Second World War, everybody saved grease drippings," he said, "and there were few complaints."

State Rep. Vernon Stewart, chairman of the interim committee, says committee members will present the next legislature with information gained from the public hearing.

Houston is the first stop for Stewart's hearings.

County Drops Suit Plans Against Plant

Commissioners Court has dismissed consideration of a pollution suit against Eddy Refining Co. after Dr. Walter A. Quebedeaux, county pollution control director, gave passing marks to Eddy's new water treatment facility.

Quebedeaux reported Thursday the plant's new carbon filtering system is preventing toxic effluent from going into the Houston Ship Channel.

Last June, Quebedeaux said the small refinery at 7402 Manchester had violated state water pollution rules on 47 occasions within the past year.

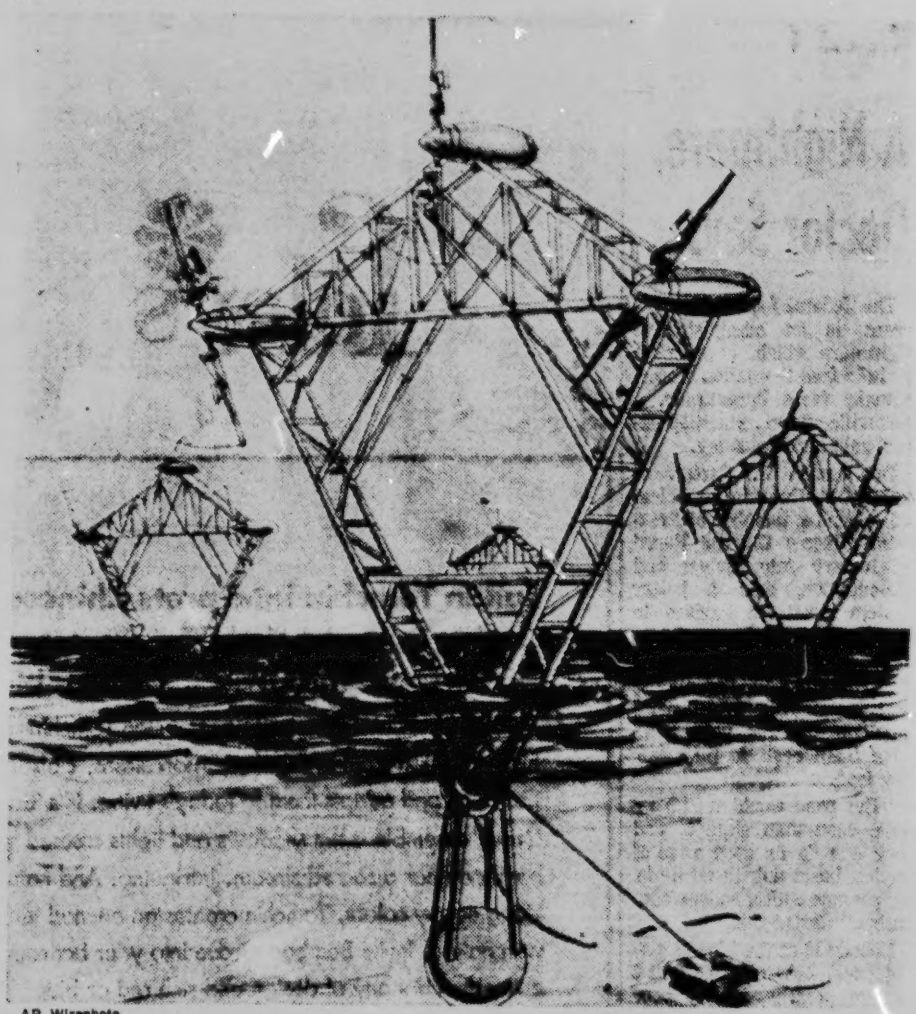
During a dispute then over whether to file suit, the court accused Quebedeaux of failing to inform industrial plants how to correct pollution problems.

David Farnsworth, president of Eddy, had complained that Quebedeaux recommended the charcoal filtering system only after Farnsworth pinned him down.

September 22, 1972 HOUSTON CHRONICLE

Name the government jobs mentioned here.

Sunday, October 29, 1972 HOUSTON CHRONICLE



AP Wirephoto

FUTURE POWER PLANTS?

These sea-going windmills, designed to produce electricity, are the idea of Dr. William E. Heronemus, a professor of civil engineering at the University of Massachusetts. Scientists are searching for ways to ease the nation's growing energy crisis as current, environmentally acceptable sources of energy diminish.

Public Service and Environmental Control Careers cross into each other's field frequently. Find other examples of environmental control jobs that reach into public service.

Photo by Larry Evans, Chronicle Staff

Learning about the environment can be fun, especially if you're a third grader at Lewis Elementary School, 7649 Rockhill. Mrs. H. R. Rodgers, president of the Houston Council of Texas Garden Clubs, Inc., reads about litter control from a guide on conservation education which her club donated to the school.

Growing Up With Ecology

You're never too young to learn about your environment, says the Houston Council of Texas Garden Clubs, Inc., which has begun a project to put books on conservation and the environment into every school.

"People and Their Environment", a set of eight teacher guide books geared to different grade levels, is purchased by the council's member garden clubs (there are 83) and then donated to the schools of their choice.

"The books illustrate that living things are interdependent with one another and their environment," says council president Mrs. H. R. Rodgers.

The books, which cost about $30 a set, deal with everything from litter control to compost piles, forest conservation and ants.

Published by J. G. Ferguson Co. in Chicago, Ill., the books have been tested in classrooms by more than 2000 teachers and reviewed by departments of education in every state, she adds.

The project is in conjunction with the National Council of State Garden Clubs and Texas Garden Clubs, Inc., with which the Houston council is affiliated.

Council clubs which have ordered books include Meadowbrook, La Marque, Nassau Bay, Spring Oaks, Sun Valley, Wisteria Way, La Porte-Bayshore, Memorial Drive and Southcrest Creative.

Others are Jersey Village, Dig and Design, Clear Lake City, Weed and Wish, Arts and Flowers, Garden Study Club, Kemah and Bay Area, League City, Galena Park, Newport and Pine Village.

Project chairman Mrs. Albert S. Goldstein says the council welcomes the opportunity to tell parent-teacher groups and civic clubs about the project.

Callanan Junior High School's Environmental Teach-in

FRANCES E. HAWTHORNE, *graduate student, Teacher Corps program, Drake University, Des Moines, Iowa. Mrs. Hawthorne is an intern teacher at Callanan Junior High School, Des Moines.*

In Des Moines, Iowa, last year, Callanan Junior High School and the American Republic Insurance Company joined forces to plan and carry out a week-long "Clean City" project, during which the school would suspend regular classes and students would zero in on the city's environmental problems.

Once the project was approved, intensive team planning sessions began. Each team included two students, two parents, an American Republic employee, and a teacher. As the teams progressed, some teachers united, thus doubling or tripling the size of their planning committees and subsequent study teams.

These teams adhered rigidly to one stipulation: that all meetings be held after or before school. Teachers selected specific areas for team investigation, and the chairmen devised a master schedule and displayed it on a bulletin board in one of the teachers' lounges, which was designated a temporary headquarters.

Meanwhile, the airplane team, which wanted to center its ecological activities at the airport, contacted airport officials and the Air National Guard. The wildlife team set up schedules for field trips to city and state parks. Another team phoned nurseries for trees, shrubs, and markers. A business team designed an antismoking booth and painted a mural on a huge backdrop. Those interested in insect control selected and ordered materials. Others requisitioned film and flashbulbs. The art class held a contest for a litter bag design and an ecology week slogan. And the media team made the rounds of local newspapers and television, radio, and wire services.

Like the media team, several other supportive teams had to do their work in advance of the project week. Pupil placement compiled a list of agencies and businesses and then phoned or wrote letters asking them to place some 35 students on their staffs for a day or two. One team arranged for the loan of ecology films from firms and universities. The transportation team accomplished the monumental tasks of contacting every known source in the community for vehicles and drivers, assigning groups to them, and devising a master schedule for departures and arrivals.

Long before "Clean City" week, an NEA official arrived for a day-long conference with the project's committees and key study teams. He commended work completed or projected and offered suggestions, including preparation of a newsletter to parents.

Later at an all-school assembly, the principal and project chairmen explained environmental teach-in plans and distributed master sheets detailing study team activities, teacher names, and room assignments. Students signed up, indicated three choices in order of preference, and then took a consent slip and the master schedule home to parents.

The big week began with a predicted, but organized, frenzy. In the front lobby, a long banner heralded the slogan, "This Earth Could Self-Destruct." Students jammed the auditorium for an all-school opening day assembly headlined by several educators. Outside, buses, cars, and vans waited bumper to bumper for their eager passengers and orders of destination.

A land-use team headed for the downtown freeway exits to count incoming one-passenger cars. Another polled residents on their opinion of the need for a north-south freeway. Two groups combined to seek out the city's 12 worst pollution offenders, with part of the group sketching and the remainder describing the sites in verse or prose for an ecology calendar. The magazine team set out to conduct tape-recorded interviews.

When work lagged for students in the antismoking booth, they collected trash from the gutters of downtown streets. People stared. Someone finally asked, "What are you doing?"

They replied, "We are fighting pollution."

When a man saw students taking pictures of garbage in a driveway, he asked, "Why are you girls taking pictures of my garbage?"

May 1972

Volunteer work described here might become jobs for pay in the future.

When told they were Callanan students working on a clean city project, he asked, "Is the idea to show people how dirty we are?" This prompted a student writer to ask, "Could it be that people care more about their reputations than pollution?"

Meanwhile, several groups traveled to factories to investigate noise, working conditions, and safety. Still another took boat rides down two rivers, observing wildlife, debris along the banks and on the shallow river beds, and collecting water samples to be tested in the science labs back at school.

In threes and fours, the legislation team daily interviewed city and state officials on existing laws and on need for additional legislation. Thirty-five students were assigned to spend several days at 20 businesses, industries, and agencies to observe antipollution and environmental activities or research.

The photograph team toured the city taking pictures for their own ecological photo essays. This done, they returned to the school, where they developed, printed, and mounted the photographs and wrote captions.

Several teams that concentrated on conservation efforts planted some 2,000 trees, shrubs, and seedlings in state and city parks and for private citizens.

Some teams journeyed beyond the state borders. In midweek, the student council president and another ninth grader, accompanied by a parent, flew to Chicago for a briefing and an extensive tour of an environmental laboratory in nearby Argonne, Illinois. A chartered bus took two dozen others to Kansas City, Missouri, to tour detergent manufacturing plants and an environmental plant in Kansas, as well. Both trips were arranged by American Republic, which had put up $3,000 for the week's activities.

Enterprising teams capitalized on opportune moments in their ecological studies. To demonstrate how laziness contributes to pollution, one team constructed a huge poster on the lunchroom wall with the words "Do We Really Care?" made out of food scraps and debris gathered from the lunchroom floor.

Another team interrupted the terrific pounding of workers caulking school windows long enough to conduct an impromptu poll on noise pollution.

On the last day, the rain halted all final outdoor activities except tree planting. Everyone evaluated the venture on forms prepared by another NEA official, who also helped in compiling the final document—a 50-page report on the week's activities, plus an evaluation of findings and projected follow-up plans.

Most agreed the week's project had been a worthy one. What was best about the week? Students commented, "The freedom we had to . . . cope with our environmental problems. . . . Having everyone working at all times. . . . Cooperation of the students. . . ."

They also had some good suggestions for how the project might have been improved. One comment summed these up: ". . . a little more time in the mornings to get more organized, better cooperation of people in some areas. Otherwise it was a great week."

And no one argued with this. □

MAKING AND PRODUCING A PUPPET PLAY

WITH POLLUTION CHARACTERS

- - - Mary Elizabeth Schell

PREPARATION FOR "POLLY POLLUTION"

A small stage for practice sessions in the classroom may be used when the auditorium is not available.

The homemaking class with the help of their teacher may make curtains from scraps of materials that have been collected. The shop teacher may make the puppet stage.

Music from the choral classes may include: "Born Free," "Who Will Answer," "Dream the Impossible Dreams," "Tell It Like It Is," and "Aquarius." These selections bring a feeling of unity. The music is excellent, but the psychological effect of all students working together is the greatest contribution of all.

The art teacher may help students blend colors and draw very realistic expressions on the faces of all puppets. In some instances she may permit the students to carry over their interest in puppetry not only during art class but also during their lunch hour or at times when their class work is completed in other subjects.

The typing teacher may permit her students to type a stencil of the play. The copies of these stencils may be run off by a willing office staff, who are truly concerned with the interests of the students.

Construction of Puppets

The complicated workmanship of constructing puppets boils down to using some common sense. A great deal of imagination and a willingness to change when ideas are not working are the only two requirements for making puppets.

The puppets should be made a size that can be seen from the audience and in porportion to the size of the stage. There are several choices of materials. The first attempts may be with socks that are turned upside down with the heel on top. The sock is pulled over the hand until fingers and thumb are inside the toe. The thumb is then moved downward away from the fingers. A string or rubber band is placed between the fingers and thumb and over the knuckles. The eyes and nose are made with buttons or a magic marker. The tongue is red felt glued between the opening separating the thumb from the other fingers. The use of these "dummy" puppets saves wear and tear on the finished puppets.

An attempt to use light bulbs, potatoes, and styrofoam balls may be made. They require a great deal of skill. Papier mâché is much more realistic. The following recipe is very satisfactory:

10 cups newspaper, cut very fine
4 cups paper hanger's wheat paste
Sufficient water to make mixture thick and creamy. Mix thoroughly.

The mixture should be allowed to set over night. Masking tape is placed on the end of a toilet paper roll or on a smaller roll used to fit loosely on the index finger. A handful of the papier mâché mixture is then placed on the toilet paper roll. Facial features are then shaped and molded. When the features are completed, the heads are covered with strips of toilet tissue that are pressed into the head in order to set the facial features. The heads are then placed on soda water bottles to dry for several days. They are then ready to be painted. Great satisfaction is derived from careful consideration of personality traits that are shown in the faces. For example, Sally Slime may have a green face; Sadie Smoke a purple face, and the Chief a flesh color with more exaggerated features.

Milk cartons may be used. The head of Teddy Television may be a small carton for sweet milk; Neddy News' head may be made of a small buttermilk carton. Hair may be saved by a beauty parlor operator who keeps a bag handy for "Polly Pollution" each time she follows a shampoo with a haircut. Yarn and Spanish moss are the other materials used for witches' hair.

Costume Design

The details of Melton Moneybag's flashy coat, tie, and stickpin bring reality to the character.

Harry Hippie is everyone's favorite. His shirt is open enough to show a hairy chest as well as long hair on his head and a full beard. He may wear love beads, donated by a student, and strum a guitar, which can be made of thin wood. Harry's glasses may be made of thin wire. His cigarette may be stuck in his mouth to replace a missing tooth.

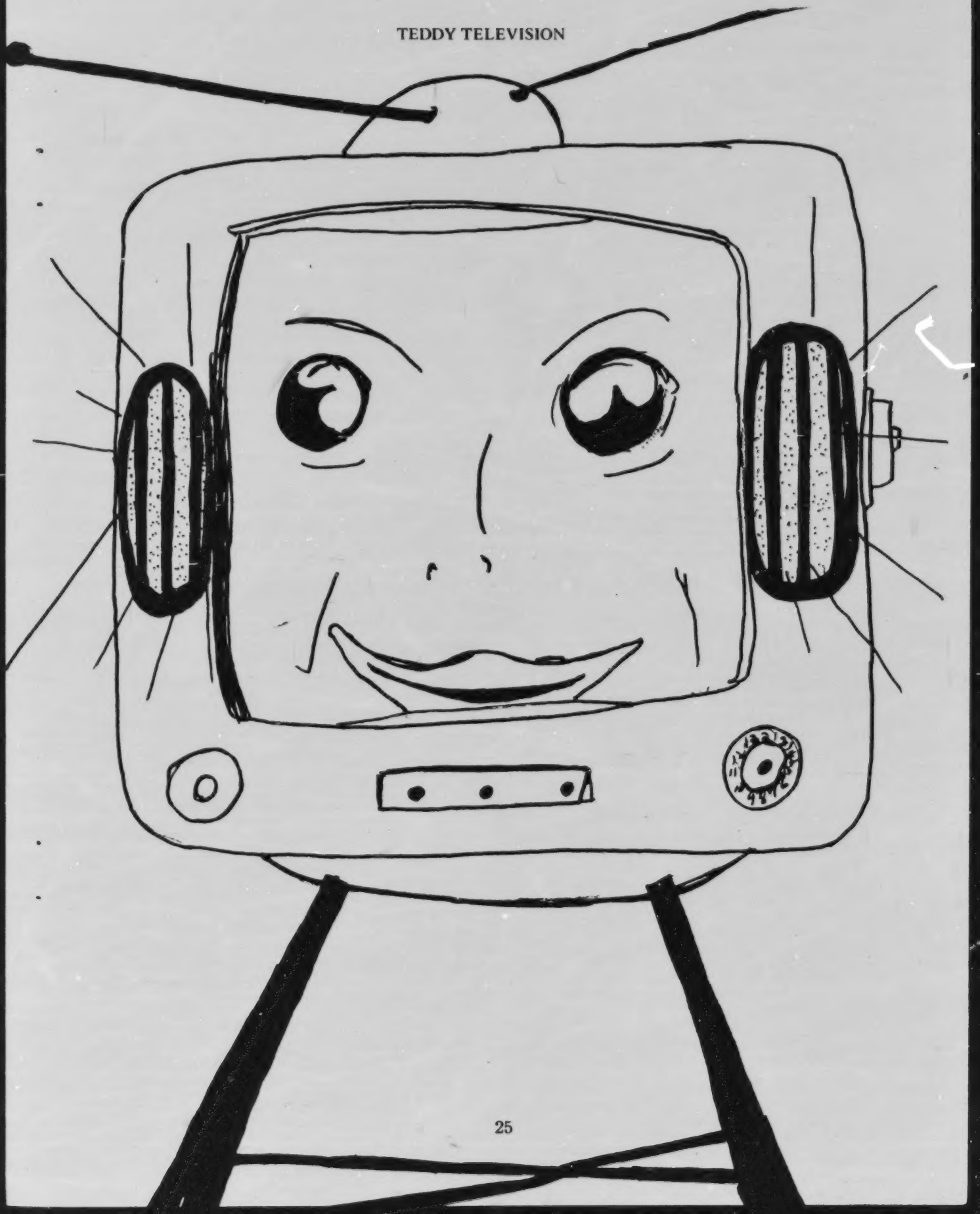
Costume jewelry can be used for earrings and beads on Cindy Student.

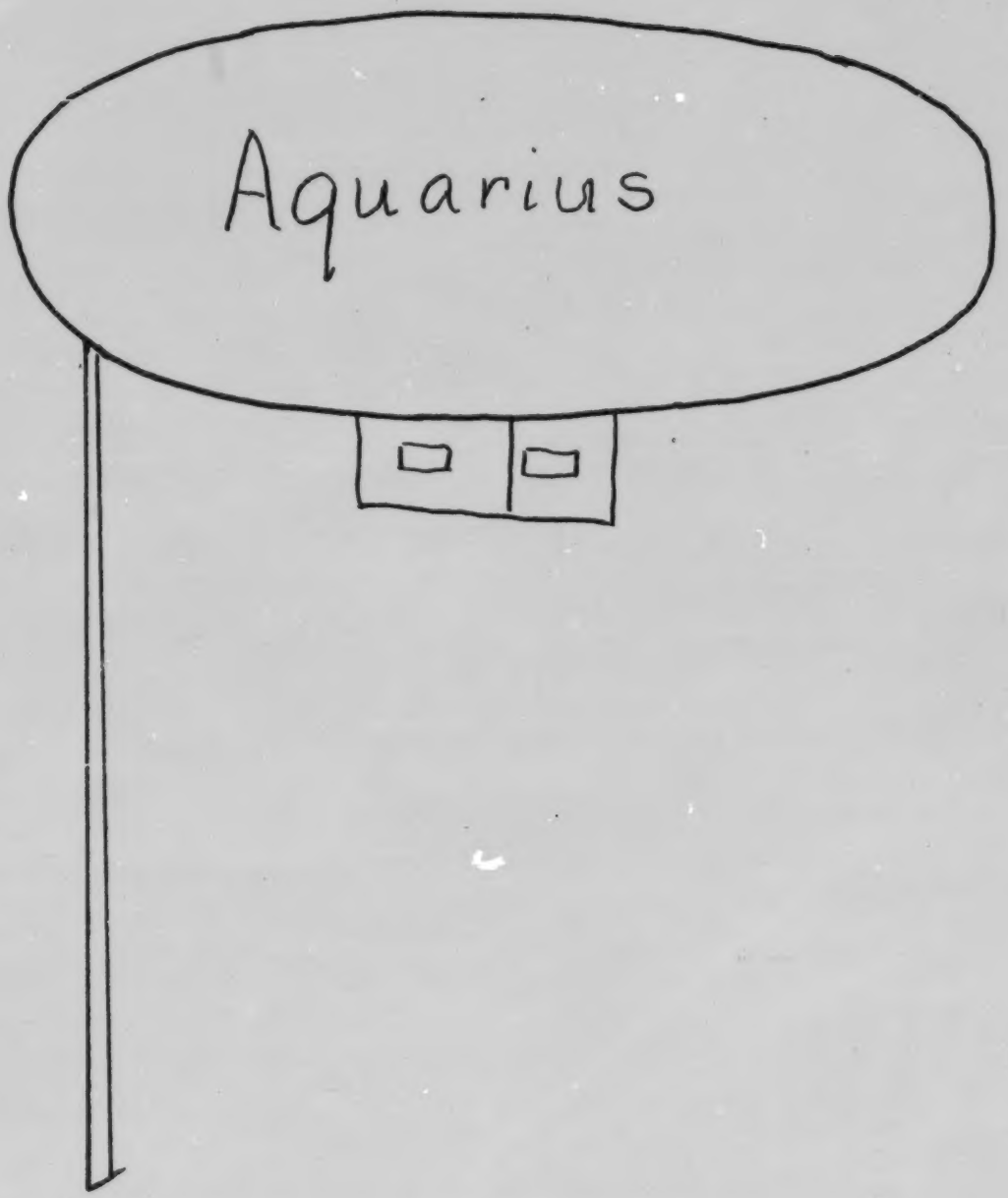
Paper from a photograph album may be used to make the narrator's top hat, and an artificial flower can be put in his lapel.

The blimp may be a small oblong balloon covered with narrow strips of thin paper then dipped in glue. It may be painted a light grey, and the word *Aquarius* printed on both sides in glitter. A very small flashlight may be placed inside the bottom section of the blimp where its light can be seen through the small windows.

Illustrations of the puppets to be used in "Polly Pollution" follow.

MELTON MONEYBAGS




Aquarius

HARRY HIPPIE

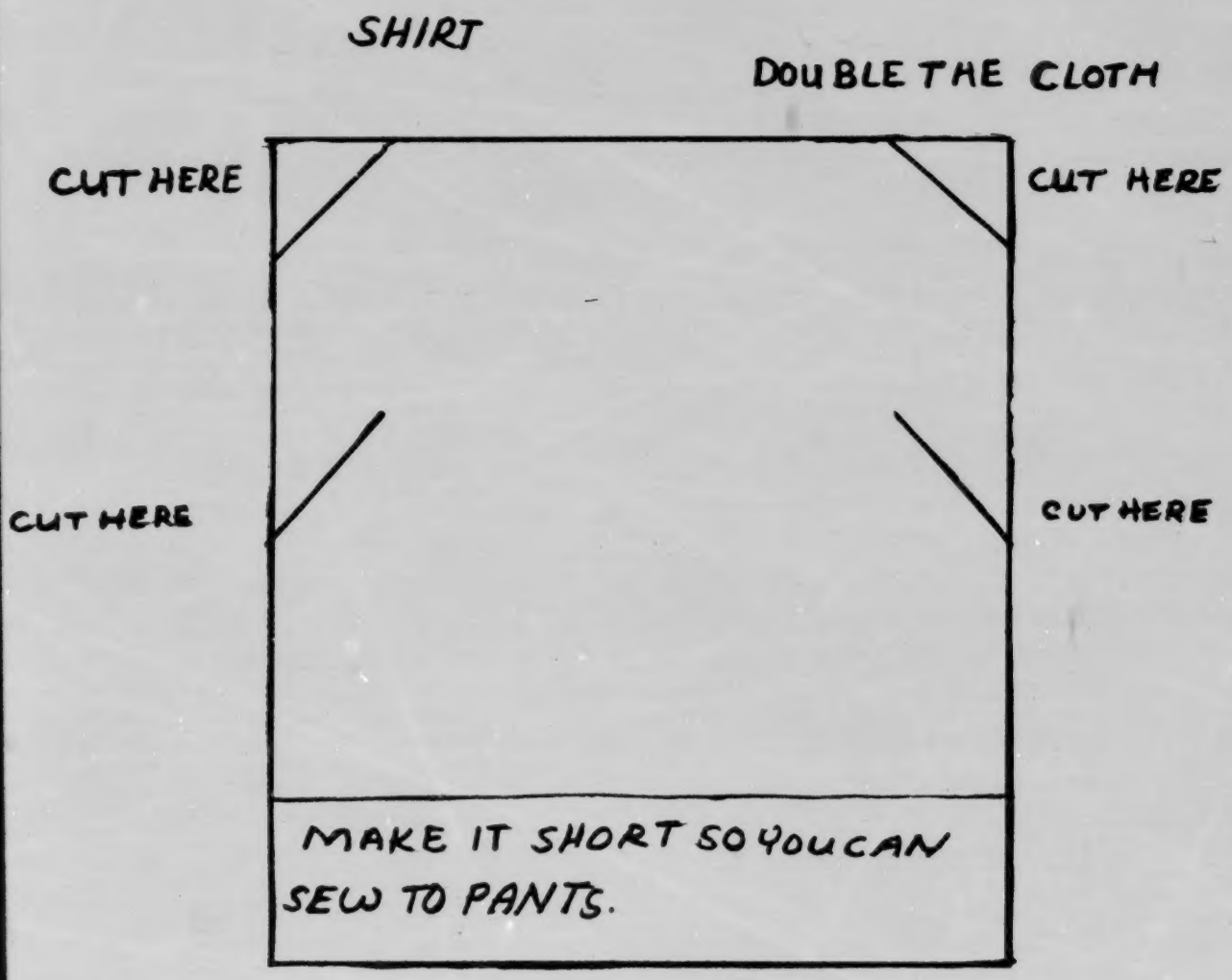
SALLY SLIME

POLLY POLLUTION

All skirts, trousers, or other attachments from the puppet's head need to be long enough to cover the student's arm as far as the elbow. The material must be wide enough to be rapidly slipped off and on the arm with ease. Cotton is the easiest fabric with which to work.

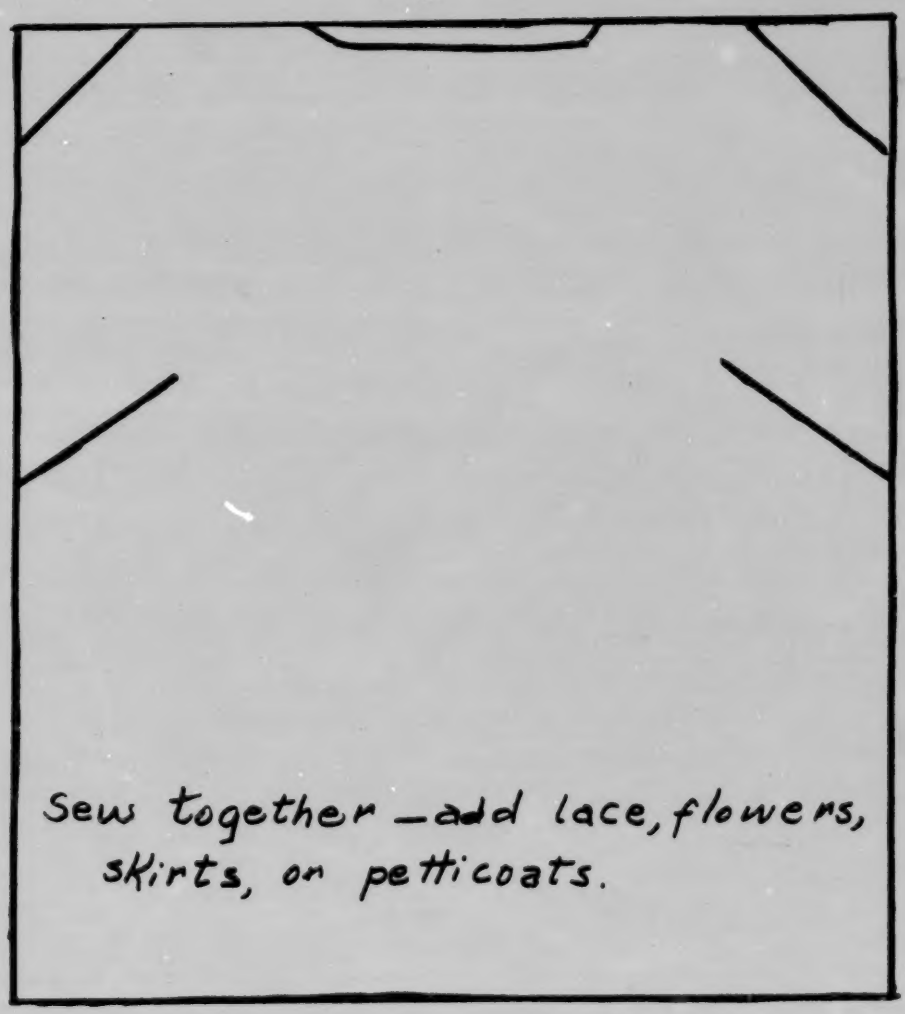
Two training films—"ABC of Puppet Making, Type I," No. Fs 3819 and "ABC of Puppet Making, Type II," No. Fs 3820—are a big help in making costumes. After watching the films, some students are able to follow the directions in making patterns.

Samples of the patterns are below:

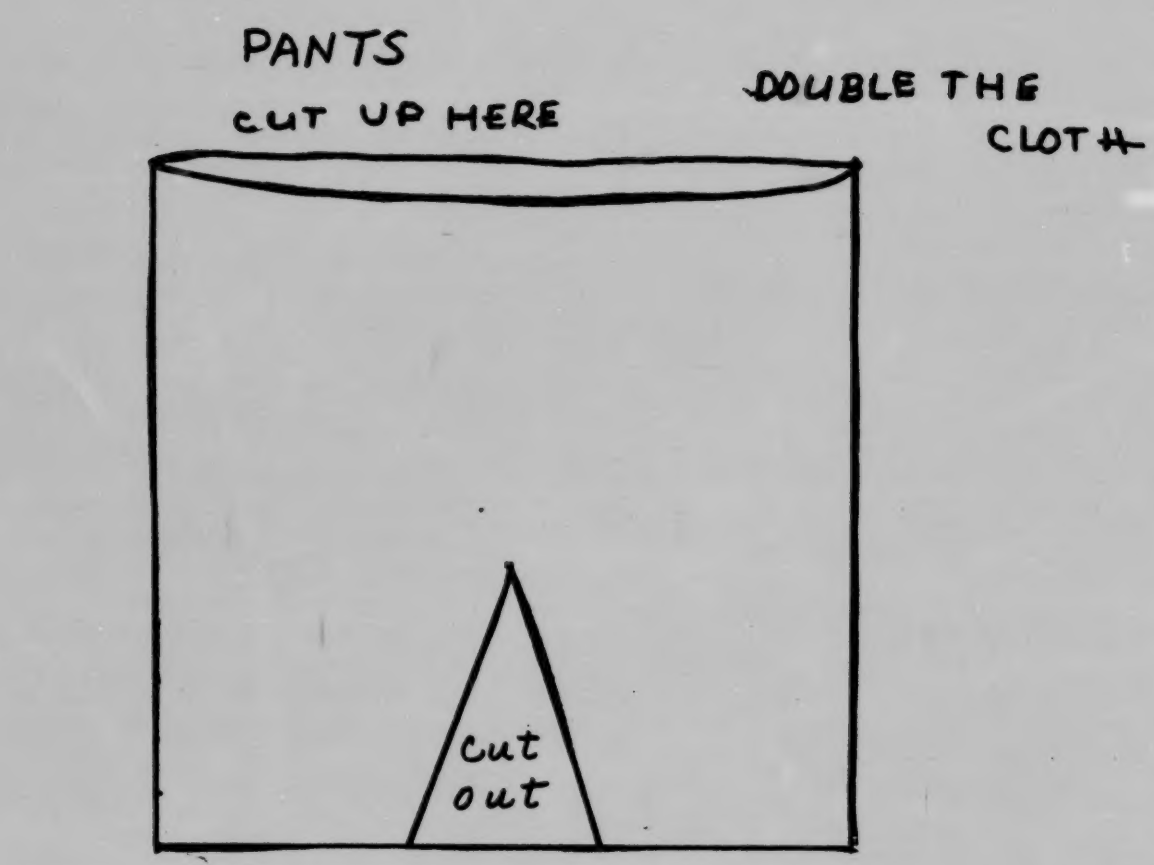


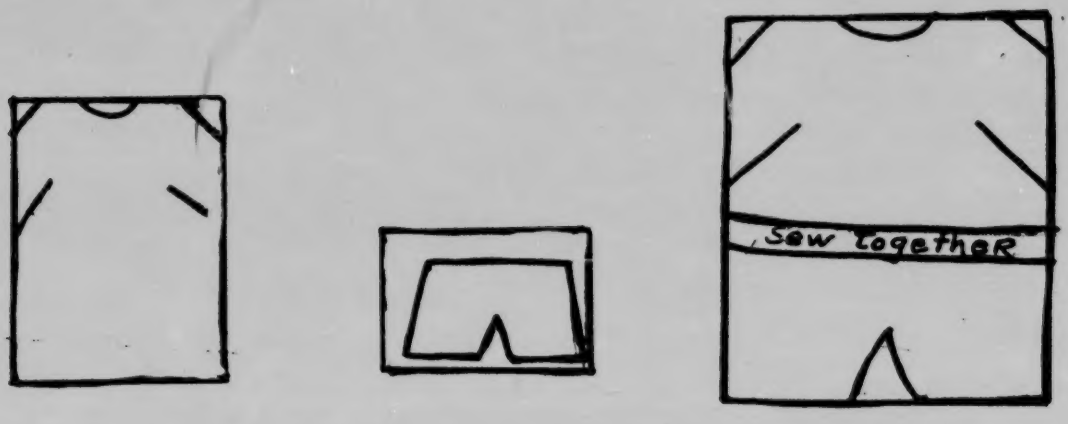
DRESS

DOUBLE THE CLOTH-

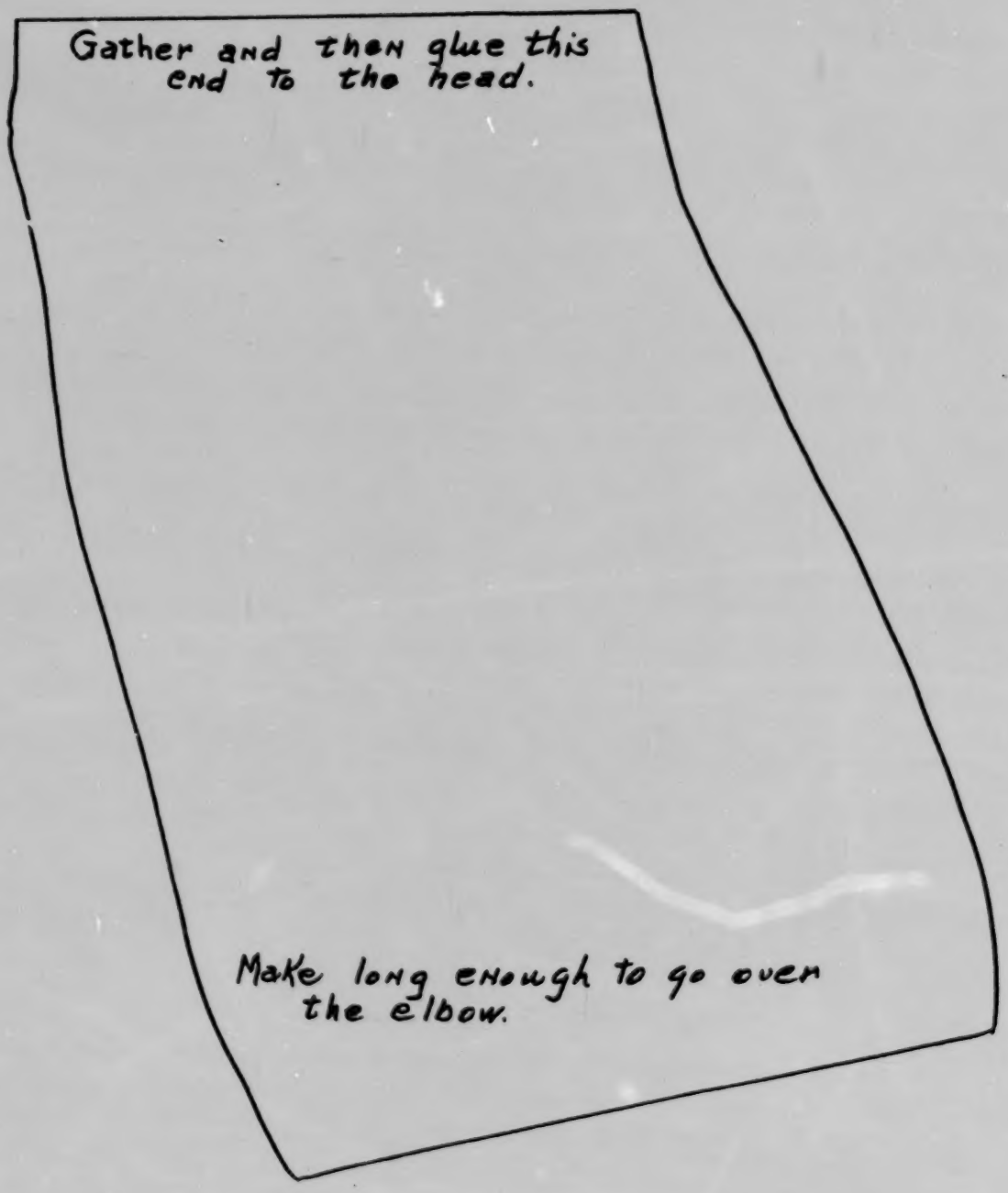


PANTS



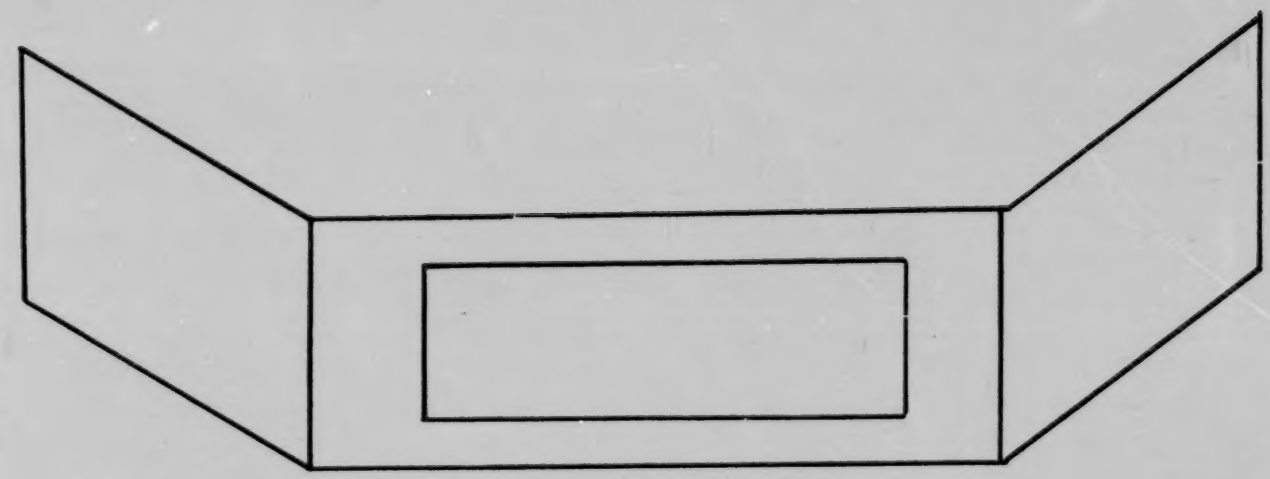


Pattern for the TV Man

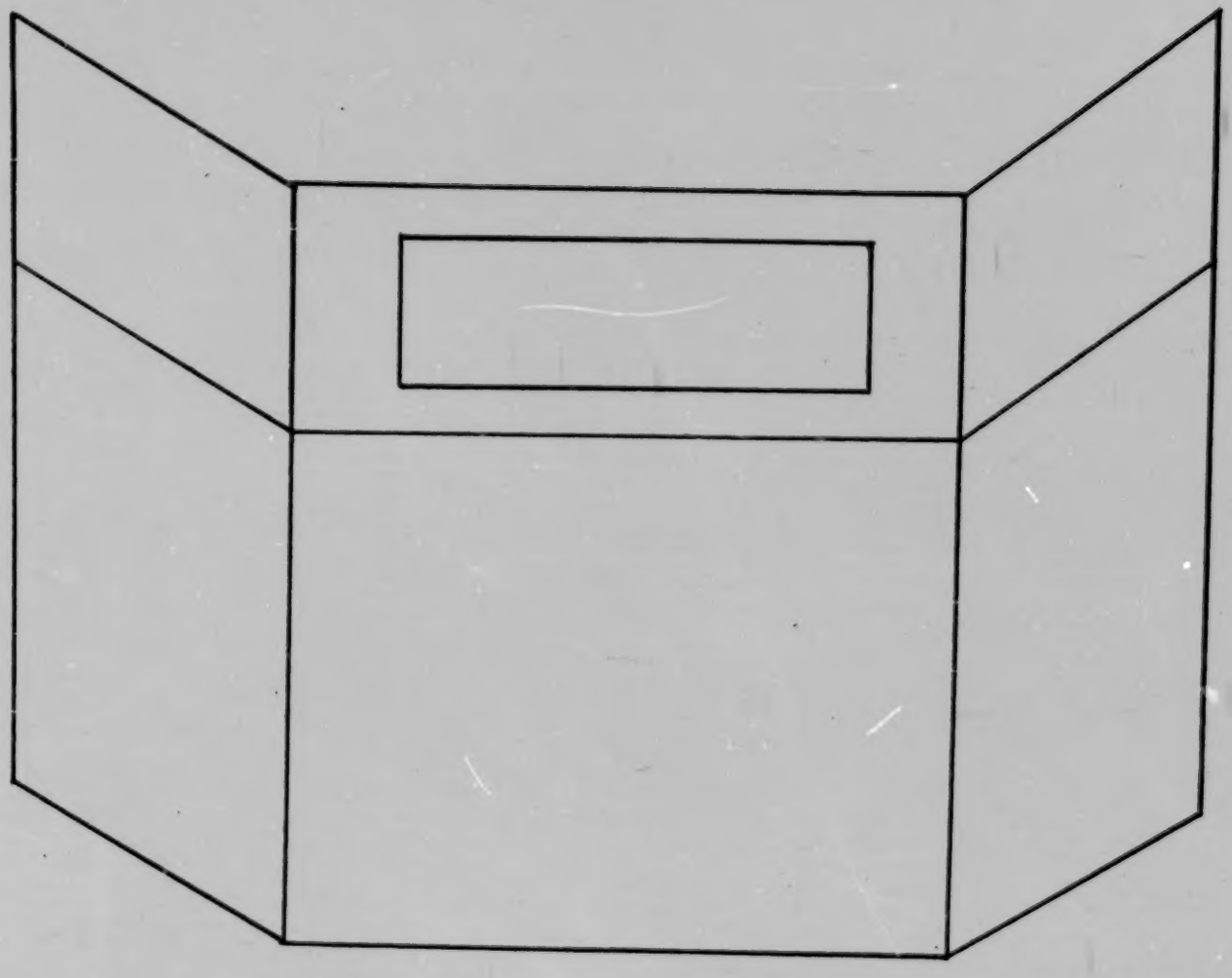


Puppet Stages

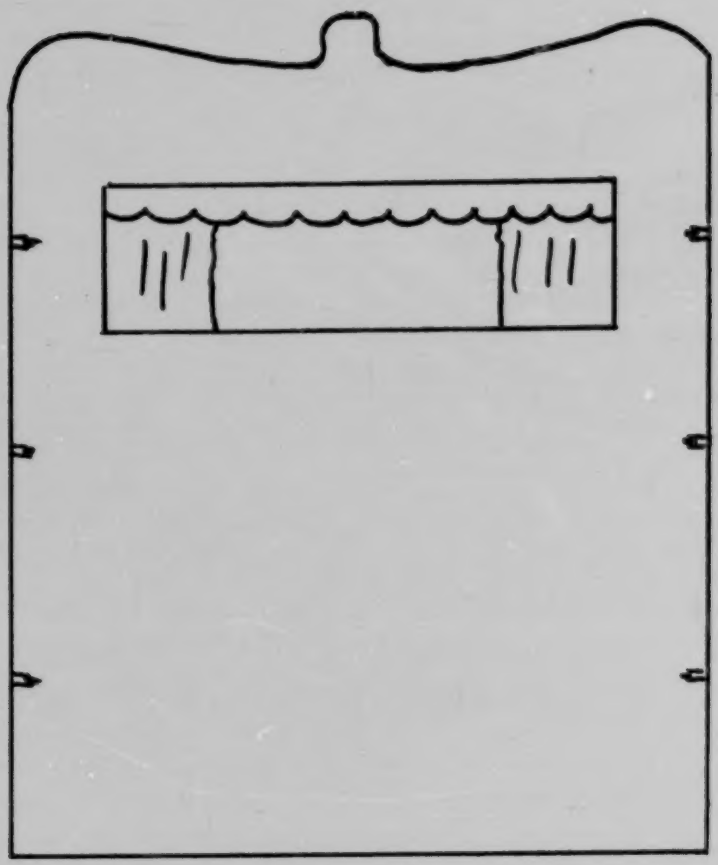
A simple stage may be made of cardboard. It should be placed on a table with a curtain covering the bottom of the table. A rectangle can be cut for the opening, as shown in the following illustration:



Cardboard Practice Stage



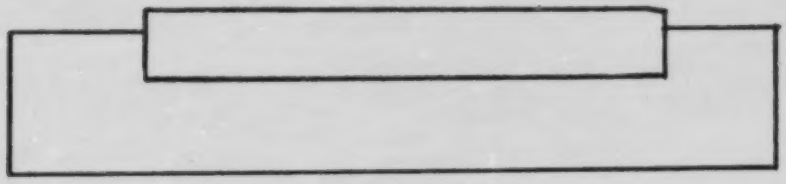
Plywood Stage: This stage has two sides that are 77 inches high. The front board is 89 inches high. All three boards are 48 inches wide. The three boards are attached with six folding hinges in order to move it with ease. It can be laid down flat on top of a car when it is moved. The opening for the stage is 38 inches in length and 20 inches in width. A front view drawing follows:



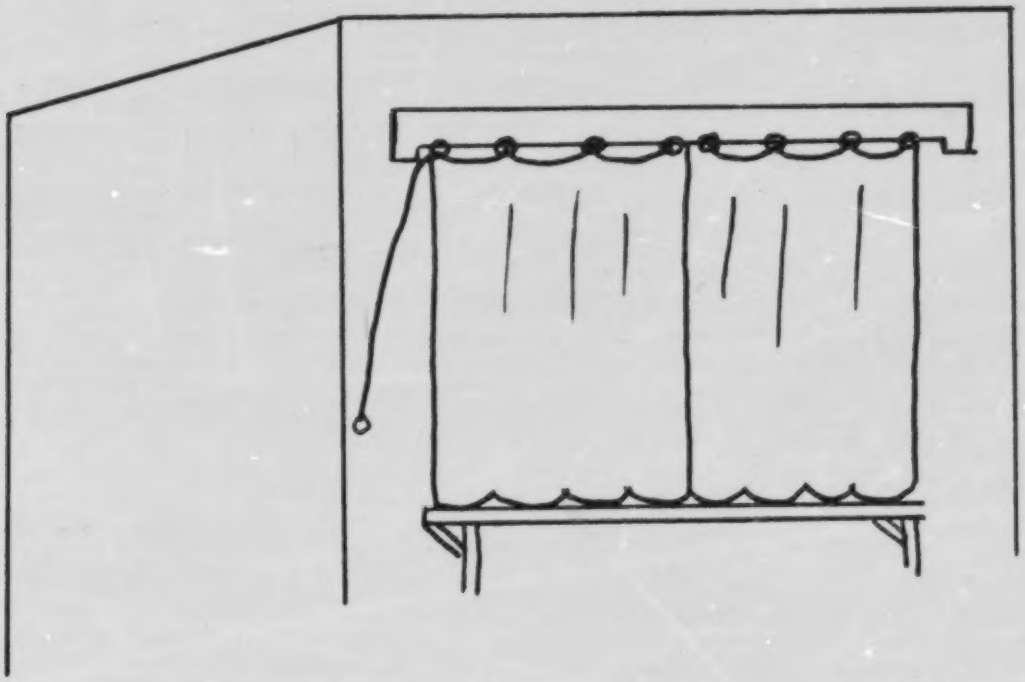
The stage may be painted with a mahogany stain or whatever you choose. Be sure to paint the portion of the inside that can be seen by the audience.

A floor for the puppets is made of a very light plywood placed on top of two supporting boards. This floor is easily dismantled when small bolts are removed. Beneath this floor is a shelf for elbow rest. It is wider and farther away from the audience than the puppet floor. After many

tired elbows are in the air through rehearsals, it seems necessary to build an elbow rest that can be detached for moving. A drawing of the elbow rest follows:



The curtains may be made of royal blue satin. The cyclorama may be a pale blue, light-weight blend of nylon and rayon. Two equal pieces of each material may be cut one and one-half times the width of the proscenium and two inches longer than its height. The cyclorama can be gathered on a wire or cable. The sturdiness yet flexibleness make the cable an ideal material for a portable stage. The front curtains may be attached to rings and then hung on a curtain rod with a draw string, such as those used for draw drapes in the home.



A rope can be slipped through all the plastic rings and the curtain can be rigged on the panel above the proscenium. The curtain can be lifted out each time the stage is moved.

The lighting is very important for two reasons: (1) it permits the audience to see the puppets and (2) it completely hides the puppeteers. A board can be nailed above the roof, and an aluminum shade with a light bulb may be clamped in place between the front curtains and the cyclorama. This completely hides the students from the audience. A light like this should be clamped at each side.

All lights in the auditorium should be turned off except the one on the puppet stage and the center lights upstage when the students read. The latter lights can not be seen by the audience.

Music and Special Effects

The music department may do solos and choral arrangements of all popular songs needed for the show. These songs may be taped and combined on a large tape recorder. To tie the scenes together, weird background music may be recorded on a portable tape recorder. Portions of "Goldfinger" and a weird version of "Polly Put the Kettle On" may be used to build up tempo and keep the show running smoothly when the curtain is pulled. The other music can come from records—a Halloween Spook noise record for the witches' bubbling pot and a parade record for the victory march when the witches are overcome.

Producing the Puppet Show

The greatest problem that faces the production of "Polly Pollution" is the synchronization of music, sound effects, puppet speeches, movement of puppets, and opening and closing the curtain on time. So it is necessary to organize in such a way that small groups are responsible for given jobs in a split-second. This is a new experience for many students and requires patience on everyone's part during many hours of rehearsals.

Scripts may be attached to the inside of the stage. Reading for exactness in timing to tie in tapes, records, and sound effects becomes a very efficient procedure.

The program cover and script of "Polly Pollution" follow. The leading character could be played by a boy or a girl; therefore a choice of the name *Sidney* or *Cindy* Student can be given to the director. Boys play the witches very well. All four of the heroes could be played by boys or girls. The girls seem to be more agile in moving puppets on and off the stage quickly. The boys take pride in the audiovisual equipment.

To start with your own play, a copy of "Polly Pollution" has been included as an aid. Please feel free to use or to change these scripts in any way that best fits your needs.

PROGRAM COVER

POLLY POLLUTION

By Mary Elizabeth Schell

(Music background—"I'm Not Going to Harm You")

Characters

3 Witches	Polly Pollution
	Sally Slime
	Sadie Smoke
5 Victims	Sammy Sports
	Sidney Student or Cindy Student
	Harry Hippie
	Melton Money Bags
	Karl Coach
3 Heroes	Neddy News
	Teddy Television
	Bobby Blimp

Narrator: Once upon a time—not very long ago, about 1973—there lived 3 horrible witches in the city of Houston. These evil creatures were cruel and clever as they worked to destroy a busy city and all its inhabitants. They predicted that the *sick* sixties will be followed by the silent seventies. Come with me now to see these villains plan death and destruction for all of Houston.

PROLOGUE

3 Witches: (Around a kettle on a fire) Double, double, toil and trouble; fire burn and cauldron bubble.

Polly:
Round about the cauldron go,
In the poison'd entrails throw.
Swelter'd venom sleeping got
Boil thou first i'the charmed pot.

3 Witches:
Double, double toil and trouble;
Fire burn and cauldron bubble.

Sadie:
Scale of dragon, tooth so drab,
Make the gruel thick and slab;
Fillet of a funny snake
In the cauldron boil and bake.

Sally:
Eye of newt and toe of frog,
Wool of bat and tongue of dog,
Adder's fork and blind-worm's sting,
Lizard's leg and howlet's wing.

3 Witches:
Double, double toil and trouble;
Fire burn and cauldron bubble.

Polly:
I'm Polly Pollution-chief of the witches
And now we will stir up coughs and twitches
Our evil will slip down lungs so strong
And a healthy body won't last long.
I'll blend the poisons for water and air;
Soon death and destruction will be everywhere.

Sadie:
I'm Sadie Smoke throwing out my flare;
Poisons and filth I gladly share.
It's high–it's low–all through the air.

Sally:
I'm Sally Slime sliding into good water that soon will kill.
Because the wastes and trash continue to spill.
Water, water everywhere and not a drop to drink;
Water, water everywhere and your fortunes all will sink.

3 Witches:
We bring disease–quick as a wink
In the air you breathe and the water you drink.
But death comes slow and painful, too.
Oh, we'll get around to you and you.
From house to house we will go.
Follow us now. Watch the show!

SCENE 1

Music: Weird version of "Polly, Put the Kettle On"

Sally: Polly, put the kettle on
Polly, put the kettle on
And we'll all have disease.

Polly: All right, Sally, I have some special orders for you today. You are going to the home of Sammy Sports and slither down his throat with your slimy water. Go forth and do your evil magic.

Sally: No sooner said than done—I'll sprinkle my slime and slush into every drop he drinks. Watch him wither and die.

Narrator: Let's follow Sally on her search for death.

Sammy: Say, Coach, I don't feel so hot. I can't play any more ball today.

Coach: Well, son, you make the tenth player who is sick this week. We will have to cancel the game I guess.

Sammy: Sorry, sir. I wish I could go on and play.

Caoch: Here, boy—take a drink of water. Maybe that will help.

Sammy: Thank you, Coach. (He drinks.) Oh, I feel worse—I'm afraid I can't sit up anymore. (falls back)

Coach: I'll get you a doctor. (feels heart) You're really sick. I hope it isn't too late.

Narrator: But it was too late. No one could help. He was suffering from a lung disease just like all the other fellows on the team. Cause of death—water pollution. Sally Slime won the battle.

Sally: Well done. I recommend your pains
And everyone shall share in the gains.

Narrator: This victory makes the 3 witches more eager than ever to organize their team for all-out pollution over the entire city. Let's listen to their schemes as they plot against a smart cooky called Sidney Student.

SCENE 2

(Background music—Weird version of "Polly, Put the kettle On")

Polly: And now, Sally Smoke, it's your turn;
Go to the home of Sidney Student.
Sock it to him, Sal, old gal, give him a fit.

Sally: That will be a pleasure. Sidney studies too much. I don't like him. He might figure out a way to get rid of pollution. Knowledge is dangerous for us. Here I go. I'll take care of that Sidney Student.

Sidney: (Book in hand) I cannot go on reading (coughs). There's smoke in the air. My lungs are full of it.

Sally: I'm getting to you, Sidney. I'm getting to you. My magic chemicals are killing you. (Witches laugh)

Sidney: I must force myself to go on studying. These books should help me solve our problem. It says here, "Air belongs to everyone; it should never be destroyed, or we all lose our freedom." I wonder what that means. Let's see now—oh, I get it—everyone is born free. Maybe I can get a chorus to put across my ideas in a song "Born Free" (Solo).

Sally: That kid is outdoing me. Born Free-bah! And a whole chorus to back him. He is using his brain. I don't like it. That makes a real problem for our evil magic. I'll have to check back with Polly for some help. (Exit)

Curtain

Sally: I'm getting to you, Sidney. I'm getting to you. My magic chemicals are killing you. *(Witches laugh)*

SCENE 3

Narrator: So the 3 pollution witches put their wicked heads together to plot against another victim. Listen to them.

Sadie: Say, Polly, I hear there's an easy victim down the street. He has dropped out of school, out of work, out of everything.

Polly: Oh, I know the guy you mean—Harry Hippie. Yeah! He's a push-over. Destroying him will be easy.

Harry: (cough) I'm riding through death country with my filter tip cigarettes and marijuana. They keep me cool, man. (coughs) I wonder if I can live without them. (coughs) They seem to keep me going—oh, what difference does it make. (music for "Polly, Put the Kettle On")

Sadie: That's the way, Harry; keep talking.

Harry: (coughs) The whole world is crazy. Nothing really matters—nobody cares about nobody so "Who Can Answer?" (solo)

Sadie: It's easy to lose your battle when you have a negative attitude, Harry, my boy. Don't ever change. You make pollution a reality. I'm proud of you, Harry. You're our friend.

Narrator: The witches were elated with their charms of powerful trouble; so they quickly planned another meeting.

SCENE 4

Polly: I've called all of you together to crack down on a very strong character that has a very peculiar personality.

Sadie: I like tough cases, Polly.

Sally: You know you can count on me.

Polly: Yes, well now the person to whom I refer is Melton Moneybags.

Sadie: He's my buddy–his factories fill the air with filthy smoke.

Sally: And he drains his slime into the bayous–yes, he is one of us pollution people. He's weird.

Polly: So it might seem from all his waste and neglect, but now here's the joke. Melton Moneybags is powerfully scared to death of some of his own poisons. He thinks he can throw out his filth for the world to die on and yet protect himself with his money.

Sadie: Oh, what fools these mortals be.

Sally: Listen to him sing while he covers himself in that plastic hood.

Melton: (covering himself in plastic sings "Two Different Worlds.")

Polly: Oh, I get the idea, Melton Moneybags. You are taking care of yourself and phooey on everybody else.

Melton: That's about the way it is, folks. I'm aboard, boys. Jerk up the ladder.

Polly: This fellow believes there is magic in the plastic--he thinks he can do wrong to others and not be affected by it himself. All the world is not made up of self-centered people. That would make pollution easy to spread, but we have some real thinkers who will try to get their heroes together.

Sally: It's up to us to join together with all our force and keep pollution going strong. Melton Moneybags will always help us.

Sadie: Sure, let's face facts. That Sidney Student is always dreaming the impossible dreams. I think I hear him singing about it now.

Sidney: (Solo "Dream the Impossible Dreams") I think some of my friends will join me to plan our attack on the pollution witches.

SCENE 5

(3 witches hidden at window)

Sidney: (Reading) I believe one man can make a difference as stated so clearly in this speech by John F. Kennedy. I'm going to practice that idea by reading how other individuals have solved problems. Yes, sir. I'll get success stories that can be organized to fit my needs. Now that I've read that book about *The Power of Positive Thinking*, I'm going to put it into action. First, I need to call together some experts. Maybe they will come over to my club house. I'm going to phone them right now. (Exit)

Narrator: And that is just what Sidney Student did. He studied and thought before he decided that most all problems *can* be solved peacefully if people will only communicate. Sidney tells me that word *communicate* means to listen about twice as much as you talk, and then what you have to say will be intelligent communication. That's fancy talk, but then Sidney said, "Well, I'll explain it this way—you have 2 ears; so listen twice as much as you talk." That makes sense. So that's why Sidney called some important people that he could listen to. I think they are about ready for a meeting, so let's see what's going on.

SCENE 6

Sidney: Gentlemen, I've called you together because each of you represents a leader in mass communication. You are able to reach masses; that means thousands and thousands of people. Neddy News, we all know that the "Pen is mightier than the sword."

Neddy: Thank you, Sidney. I like to think that our media of newspapers does its part to make a better world by spreading the words of information people need.

Sidney: You certainly do, and you, Teddy Television, you prove again and again that one picture is worth a thousand words. You appeal to the hundreds of millions every day and that means communication is faster and better than ever.

Teddy: Thank you, Sidney. We like to do our part in making the boob tube a democratic voice—like Abe Lincoln said—of the people, by the people, and for the people.

Sidney: It's a great teaching tool, Teddy Television, and along with you and Neddy News, I've called in Bobby Blimp. Now Bobby Blimp can barge in boldly on pollution offenders. He silently slips up on those that pour out smoke and slime.

Bobby: Yes, Neddy News and Teddy Television. I'll watch very carefully to give you first-hand information and an accurate account of the companies or whoever it is putting Polly Pollution on her broom.

Sidney: Good. This is straight reporting from the scenes of the crimes. You can work

hand-in-hand with Teddy Television and Neddy News. (Curtain)

SCENE 7

Narrator: Time passed and Bobby Blimp was a very busy fellow. He told honest stories of the pollution gang. Teddy Television and Neddy News quickly let the people know of the impending dangers. Come with us now to the home of Karl Coach as he says–(curtain).

Karl: It's about time for another report from Bobby Blimp. Teddy Television will rush the names of today's killers. (goes over to Teddy to turn him on)

Teddy: Today, ladies and gentlemen, I am happy to announce that your letters to congressmen, to county and city officials are having drastic results. Our good friend, Bobby Blimp, guards our city to search out the pollution punks. Each day his list has grown smaller and smaller until, at last, there is no name on the list. This is, indeed, a great victory for our city.

Karl: I wish this could have happened sooner. Sammy Sports and hundreds of other great people would still be alive today.

Narrator: This is true, Karl Coach, but we must look at the good side and see the progress that has been made. Let's go now to the pad of Harry Hippie and see if he is still working for Polly Pollution and her witches.

SCENE 8

Harry: (Smoking) Well, Neddy Newspaper, you keep preaching about law and order. Get real, fellow, tell me what kind of double talk you're trying to push down my throat. (coughs)

Neddy: Only *you* are pushing double talk down your throat. You think you're a real cool cat with all your smoke filling your lungs with cob-webs and cancer.

Harry: Knock it off, Neddy; you're a square nut. If your paper is right about all this cancer scare, then I ain't hurting nobody but myself, see, and it's my business.

Neddy: Oh, no. You are deliberately polluting yourself and the air of others. You see, Harry, law and order has to start within each person's conscience. He has to like himself and to be willing to keep himself strong and healthy so that his body will work right for him.

Harry: You can't bother me with your death stories. That's for the other fellow.

Neddy: You have a good mind, Harry. Use it. Check the hospital records. Check the obituary columns.

Harry: Obituary – you mean the write up about dead people every day.

Neddy: Right, Harry; I give you the facts. Use them to help yourself and your fellow man. This old world will spin a little straighter.

Harry: I'll think that over, Neddy. Sometimes you do come up with some kinda groovy talk to be such a square. (curtain)

SCENE 9

Narrator: Beneath all that hair there was a lot of soul-searching going on and Harry tried to put law and order in his own life and in his feelings toward others. He searched for honesty with himself, and with humanity. Then he decided cigarettes and the whole pollution pitch was not for him. All of these decisions were having their effects on Polly Pollution, Sadie Slime, and Sally Smoke. They called a quick meeting to remedy the situation. (Music: "Polly, Put the Kettle On")

Polly: Pollution pals, we have a very serious problem on our hands. The enemies of pollution have organized. We have lost the battle with Karl Coach. His lungs have cleared, and he is working out a new healthy team. Did you know that, Sadie?

Sadie: Oh, yes, and my old friend, Harry Hippie, doesn't even smoke any more. This clean air is killing me. Sally, what will we do?

Sally: Don't worry, dear. My slime will continue to fill the water and there will be more smoke for you, Sadie.

Polly: Perhaps you are right. Melton Moneybags is still the big dog in this city. His factories will soon go right on burping and belching their poison water and air. Let's fly away and listen to his miserly money talk.

SCENE 10

Melton: (In plastic capsule) If the astronauts can keep themselves in clean air and water on the moon, I can do it on earth. I'll just wear this plastic bubble all the time while my money is piling up.

Sidney: Pardon me, Mr. Moneybags, but the dead bodies have piled up higher than your money.

Melton: Oh, come, now, you know Bobby Blimp—that bothersome big brother that sees all—well, he reports no violations in pollution laws today. You can hear Teddy Television tell about it.

Sidney: Yes, I know this is true, sir; but I also know you are laying low just for a little

while. You plan to start again.

Melton: I don't know what you are talking about.

Sidney: Oh, yes you do. You think people will soon become apathetic and quit writing their law-makers. You think selfish greed will destroy everyone, but you are losing this battle much faster than you realize.

Melton: You can't scare me with this kind of talk. I am a busy man. Be on your way.

Sidney: Just as you say, Mr. Moneybags. I wish I could persuade you to join the good guys that really want to build a better world. Look at you! You're trapped in your own little prison that you built for yourself.

Melton: Don't meddle, boy. Everyone is an island all alone. What I do is my own business. Understand, my little chick-a-dee?

Sidney: Yes, sir. I'll be on my way now. If you ever change your mind, we would like to have you on our side. Good-bye, Mr. Moneybags.

SCENE 11

Narrator: And now we follow Sidney Student as he enters the cave of the 3 witches and says–

Sidney: Polly, Sadie, Sally. I know you are here. Where are you hiding?

Sadie: My smoke is almost gone. I'm dying. Get away from me, you, you pollution fighter.

Sally: The streams are losing their slime. I cannot go on.

Polly: Do you see what your communicating is doing to us? You're destroying us by going around telling it like it is. ("Tell It Like It Is")

Sidney: Yes, Polly, I *do* see, but there is nothing I can do for you.

Polly: Nothing?

Sidney: No, Polly. Your existence will soon be past history. Sally Slime and Sadie Smoke will go down in defeat with you.

Polly: Never, never, never as long as we have Melton Moneybags on our side. With his selfish personality we can always count on him for help.

Sidney: He might surprise you. Good-bye,witches. I have work to do.

Sally: Fair is foul and foul is fair.
We can't fly through clean, pure air.

Sadie: We're up tight. We're up tight.
Down on people who want to do right.

Polly: People now cooperate
And we will soon disintegrate.
The end is near
Our doom is here.

SCENE 12

Narrator: Sidney Student left the wretched witches. Soon he went back to the home of Melton Moneybags and there was great excitement.

Sidney: Mr. Moneybags, sir. I have news. Communication has saved our day. People are getting involved and are truly concerned with helping others. Teddy Television, Bobby Blimp, and Neddy News are the heroes of this new age.

Melton: You're putting me on.

Sidney: Oh, no, sir. You'll soon see for yourself. All of Houston is celebrating. The three witches are dead. Come with me and see what I mean. (Exit)

SCENE 13

Narrator: The crowds gathered for the victory chant and we hear "Ding-Dong the Witch is Dead."

Sidney: Ladies and gentlemen, these wicked creatures have lost their battle to snuff out the lives of Houstonians. They will no longer fill your air and water with filth and destruction. Long live the heroes of communication!

Karl: Let's have a city-wide pep rally to keep everyone behind our victories over pollution.

Sidney: Good idea, Coach. Let's plan a parade that will unite everyone to work together.

Melton: Sounds like money can be made with this parade. I seem to be on the losing side. It's time to join the opposing forces.

Sidney: Bravo, Mr. Moneybags. You can now release yourself from your prison walls.

Melton: (Throws off plastic cap) It's wonderful. It's wonderful. I feel like a new person.

Sidney: You are, Mr. Moneybags. The whole world is a better place. Mankind everywhere has advanced into a new age.

EPILOGUE

Narrator: Now, ladies and gentlemen, we are just about ready for the parade to usher in the new age—the Age of Aquarius. (few strains of Aquarius) Just a minute! Are my eyes deceiving me? I see Melton Moneybags climbing on Bobby Blimp. Let me step closer to interview him. (Moves to Melton) Sir, would you give us a statement?

Melton: Glad to do it. The majority of people seemed to be in favor of doing away with pollution so I decided to join the crowd. I'm always in favor of change if I can make money at it.

Narrator: Thank you, sir. Your reasoning is not idealistic but at least it's honest. ("The Age of Aquarius" becomes louder as the parade of Teddy Television, Neddy News, and Bobby Blimp goes across the sky.)

MUSIC

1. Poily Put the Kettle On
2. Born Free
3. Who Can Answer
4. Dream the Impossible Dreams
5. Two Different Worlds
6. Aquarius
7. Ding-Dong the Witches are Dead
8. Tell it Like It Is

DEPARTMENTS THAT MAY COOPERATE

1. Library
2. Crafts
3. Music
4. Home Economics
5. Wood Shop
6. Metal Shop
7. Typing
8. Art

Texas Master Water Plan

BY MARY RICE BROGAN

Chronicle Austin Bureau

Austin — The long-range Texas Water Plan did not go down the drain when voters defeated a constitutional amendment in 1969 which would have empowered the state to sell $3.5 billion in water bonds to implement the plan.

The master plan was drawn up in an effort to meet Texas' water needs for the next 50 years. It is moving on schedule, financed by the sale of water to communities and industries, reports Harry P. Burleigh, executive director of the Texas Water Development Board.

"Water projects can pay their own way," says Burleigh. "We never build a dam or reservoir until we have the revenue from water sales in sight to pay for it.

"We are building chunks of the Texas Water Plan bit by bit. In 40 to 50 years, the chunks will add up to the plan."

While voters defeated the water bonds amendment, the four-year study to develop the Texas Water Plan by the Water Development Board remains and is being followed.

The Water Development Board has $400 million to help finance construction of dams and reservoirs. The money is being repaid on schedule with revenue received from the sale of water.

Burleigh came to Texas after graduating from the University of Nebraska to work on the first quantitative inventory of the water resources of the Ogallala formation and estimate its future as a source of irrigation. His job was with the U.S. Department of Interior.

He retired in 1971 as Texas chief of investigations with the U.S. Bureau of Reclamation after 31 years with that agency and took over leadership of the Texas Water Development Board.

U.S. Sen. Lloyd Bentsen, speaking to an intercity Rotary Clubs meeting in Lubbock on Sept. 8, said West Texas agricultural production will be cut 60 percent without additional irrigation water because of the dwindling supply from the Ogallala formation.

The Bureau of Reclamation and the Army Corps of Engineers are working on a study, scheduled to be completed next July, to transport water from the Mississippi River to arid West Texas and New Mexico farmlands.

Burleigh participated in the early stages of the study, begun in 1966.

The original Texas Water Plan contained a proposal to import water from the Mississippi River and make it flow uphill to the high plains of the Panhandle to supplement the dwindling supply from the Ogallala formation.

But importing Mississippi River water to other states would be such a costly project that federal funding and direction is needed, Burleigh believes.

"It is the biggest single water project that has ever been attempted by man," he said.

"Convincing the taxpayer of its value is the biggest problem. Because of the sheer size, scope, cost and environmental impact of it, the project probably will be mulled over by Congress for a long time."

Bentsen says Texas' future water needs are of national concern, not just a state problem.

"In a very real sense, the food supply in New York City is dependent on the water supply in Texas. It is clearly in the national interest to insure the adequacy of that water supply.

This is where the federal government has an obligation to act," Bentsen said.

Political opposition to the federal proposals may come from Louisiana, Tennessee and Mississippi, as well as environmentalists.

The Mississippi River flows 500 million acre feet a year. Under the federal proposal, Texas and New Mexico would divert only 8 million acre feet annually at a time when there is no demand for that water from other states.

"It is our contention that a properly conceived water program can enhance the environment, but we have been unable to convince the environmentalists of this," Burleigh said.

In the meantime, Burleigh said, "we are breaking our legs to preserve rainwater in the playa lakes and runoffs."

The Water Development Board, in cooperation with the Bureau of Reclamation, is exploring the idea of drilling inverted wells that would drain rain water into the Ogallala formation to restore its water level.

Other methods of conserving existing water which the Water Development Board is exploring are:

- The possibility of recycling municipal water for other uses. Water used in homes in Odessa goes to industry for cooling, then to the oil industry for use in secondary oil recovery, a three-fold use of the same water.
- Weather modification of "cloud seeding."

"We are pushing rain-making in the state and making a close check to see if it is practical in Texas," says Burleigh.

A three-year study is needed to see whether the results are practical and worth the cost.

"Cloud-seeding makes rain, but I am leery of our control of it," Burleigh said. "It could cause floods. We are still in the learning stage."

What changes will occur when workers complete this project?

What ecology project can you get involved in?

Houston Chronicle *Nov. 15, 1972*

Boy, 12, Finds Cash In Collecting Trash

Downey, Cal. (AP) — When Carl Zelambo Jr. started collecting trash two years ago, at the age of 10, ecology was his main concern.

But now, according to his father, Carl has made $8000 with other people's discards. He's doing so well, he plans on putting himself through college — and taking his family to Italy.

Carl works an average three hours a day, following a regular trash route that leads from neighborhood to neighborhood. "People know I want their bottles and cans, and they save them for me," said the blond, freckled sixth grader.

He sells the trash to glass and can manufacturers and says he can make as much as 10 cents a bottle.

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U. S. Department of Agriculture

What SCS Engineers Do

Engineers are key men in the Soil Conservation Service—the Department of Agriculture's technical arm of action for soil and water conservation.

They have increasingly important roles in carrying on a national soil and water conservation program, including watershed-protection and flood-prevention projects and river-basin investigations.

SCS engineers may work "across the board," or they may specialize. It depends on the kind of job to be done. For example, on small jobs an engineer may do all the engineering work, from design through construction. On major watershed jobs he may work as a specialist in only one engineering field.

SCS engineers design and supervise construction of—

- Earth-fill and reinforced-concrete dams for flood prevention and water storage.
- Spillways, drop structures, outlets, and erosion-control, water-control, and water-supply structures.
- Drainage, irrigation, terrace, and water-disposal systems.
- Streambank protection and channel stabilization works, canals, pipelines, diversions, and waterways.
- Watershed projects involving all the integrated structural measures needed to provide for the desired degree of control of the area.

SCS engineers make hydrologic studies and supervise soil mechanics work.

See the following pages for brief descriptions of jobs SCS engineers do.

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PREDICTIONS

(Notes taken when interviewing Mr. Tom Red, Public Information Office, for Pollution Control, City of Houston, Texas.)

The work force in the Houston pollution control office has doubled in the last three years. This means the public is becoming aware of dangers and is demanding more employees and more devices for pollution control. Technical field workers in ecology are in a new job category; so, at this time, employees must be trained on the job. Present requirements are a college degree with a significant amount of science and a strong desire to join the team of dedicated ecology workers.

Other predictions regarding an increase in job opportunities for workers in environmental control come from leaders in all career fields. The following story is an example.

Costello Takes a Look at the Plastics Industry

The following series of questions and answers was taken from an interview with E. J. Costello. Costello is plastics industry national sales manager for the Atlas Chemicals Division of ICI America, Inc., Wilmington, Del. Prior to joining ICI, he was research chemist with the U. S. Department of Agriculture and with American Viscose Corp. Costello holds a BS in chemistry from Villanova University and is active in the NACE, ACS, SPI, and ASTM.

What technical advances are most needed in the plastics industry?

- Better nonburning and nonsmoking plastics.
- Solve the disposal problem.
- More standardization for use as engineering materials.
- More design data, handbooks, etc.
- Resins to perform at higher temperatures, e.g., 400 to 800 F continually.

Will the current emphasis on ecology increase the demand for plastics as materials of construction?

- Most definitely yes.
- Most pollution control equipment presents a corrosion problem. In some applications, metals are not suitable or are very expensive compared to FRP and other plastics.

What are the plastics industry's most pressing problems?

- Codes (state, local, and national) to restrict use, particularly in building construction.
- Fire and smoke generation potential problems.
- Disposal of plastic packaging and containers.
- Education of public.

What is the most significant challenge of the 70's for the plastics industry?

- Publicize advantages of plastics and solve code problems to get more widespread use in building construction.
- Educate engineers, users, and the public.
- Develop new materials that go beyond current plastics in service performance.

What advances do you foresee for the immediate future?

- Dramatic rise in plastics use overall autos, planes, trains, etc.
- Major plastics markets developing for pollution control systems.
- More use of plastics as engineering materials.

Materials Protection and Performance – Vol. II
April, 1972

STUDY TOURS

Creosoting

KOPPERS COMPANY—Treating Plant
William Morris
7201 Hardy Street
Houston, Texas 77022
697-3257

Description: Pressure treating operation—utility poles, telephone poles, cross-ties—from raw state to treated stage and on to railroad cars for shipping.
Specifications: Welcome student groups high school age and above; Welcome U.S. groups; Welcome foreign groups if not involved in creosoting industry; Minimum 4; Maximum 12; need 2 days advance notice; Tours narrated; Certain information restricted to all visitors; Prefer touring starting 9 a.m.; Tour duration one hour.
Tour classification: By arrangement only.

Lighting

CEDAR BAYOU RESEARCH PROJECT
Houston Lighting and Power Company
Mr. Tom Moore
P. O. Box 1700
Houston, Texas
228-9211, Ext. 2401

Description: Houston Lighting and Power's Experimental Project to find new and better ways to safeguard ecology.
Specifications: Maximum group 25; Call well in advance to plan trip.

Heat Treating

COOK HEAT TREATING COMPANY
8315 Interstate 10 at McCarty St.
Contact: Charley Lewis, J. R. Cook, Wade Clerk
P. O. Box 9463
Houston, Texas 77011
672-6601

Description: Commercial heat treating—highly specialized.
Specifications: Welcome tourists, students, U.S. and foreign groups; No minimum; Maximum 12; need one day advance notice; tours narrated; special discussions available on request; prefer touring mid-morning or mid-afternoon; tour duration 2 hours.
Tour classification: By arrangement only.

ENVIRONMENTAL CONTROL RESOURCES

Speakers

Mr. Tom Moore . . . . . 228-9211, Ext. 2401
Utility Company's ecology jobs, Houston Lighting and Power Co.
P. O. Box 1700, Houston, Texas 77001

Mr. Tom Red 222-4302
Public Information Officer for Pollution Control, City of Houston
1115 North MacGregor
Houston, Texas 77025
(Mr. Red specializes in talking to classes on Pollution Control subjects. He is familiar with the career program and is happy to come any time, any place, as a speaker on environmental control careers.)

MEDIA

FILM	*NUMBER*	*TIME*
The Fish in a Changing Environment Encyclopedia Britannica Educ. Corp.	M-5230	11 min.
Grassland Ecology, Habitats and Change Centron Educational Films, Ltd.	M-5372	13 min.
Our Crowded Environment, the House of Man, Pt. II Encyclopedia Britannica Edu. Corp.	5249	11 min.
Problems of Conservation: Forest and Range Encyclopedia Britannica Edu. Corp.	M-5217	14 min.
Saving the Environment: the Garbage Explosion Encyclopedia Britannica Edu. Corp.	M-5250	16 min.
The Weather Watchers, McGraw-Hill	L-5449	30 min.
What Are We Doing to Our World? Pt. I	L-5456	27 min.
What Are We Doing to Our World? Pt. II	L-5457	25 min.
Air Pollution (Demonstrates experiment. Shows need for cooperation.) Journal Films	4620	10 min.
The Everglades: Conserving a Balanced Community. Shows work that is done for water requirements. Environment is endangered.	M-4448	11 min.
A Land Betrayed. Points out people and places for disposing litter, planting trees and organizing the government to solve environmental problems.	4673	10 min.
Money to Burn. Waste and litter on Texas highways.	M-4704	20 min.
Screen News Digest, Vol. 13, Issue 1: *A Town That Washes Its Water.* Turning sewage water into a valuable asset.	M-4710	15 min.
Your Environment is the Earth. A journey through all parts of the earth into space and the ocean to show that our environment is our surroundings. Requirements for existence are shown.	M-4625	12 min.

Conserving our Wildlife Today. Usefulness of wildlife.	M-5031	11 min.
The House of Man: Our Changing Environment Discussion of the waste of natural resources and work that can change the problem.	M-4877	17 min.
Screen News Digest, Vol. 14, Issue 4: *Clean Town U. S. A.*	M-5161	15 min.

Transparencies

Our Water Resource — 14 tr. and guide in O. O. office

Tape

I Came to Houston to Design a Pollution Control System — Mr. Richard Mitchell, Engineer from Scotland.Tape is in O. O. office.

Slides

Pollution Sights in Houston — pictures by Mr. Al Ribnick, teacher at Miller

The Birds, the Bees, and the Trees — Color slide presentation with narration. Loaned free. Write: Southern Forest Institute, One Corporate Square, N.E., Suite 280, Atlanta, Georgia 30329

Bibliography

By Mrs. Mary Belt—Fondren Jr. High

E=Excellent
G=Good

Evaluation	*Pamphlets*	*Source*
E	"Professional Careers in the Biological and Agricultural Sciences"	
G	"The Challenge of Urban Planners"	Am. Institute of Planners 917 15th St. N. W. Washington, D.C. 20005
E	"Jobs in Outdoor Work"	SRA Family Job Series Booklet (same as before)
E	"Jobs in Unusual Occupations'	(same as immediatly above)
E	"Jobs in Science"	(same as immediately above)
E	"Career Briefs"	Desk-top Career Kit (same as above)

Books Available in the Library

Your Future in Aerospace Technology	L. D. Ely R. Rosen, Pub. 1969
Oceanography as a Profession	B. Walton New York, Cromwell 1970
Careers and Opportunities in Astronautics	Lewis Zarem Dutton, 1962
Careers and Opportunities in Chemistry	Philip Pollack Dutton, 1960
Careers and Opportunities in Physics	Philip Pollack Dutton, 1961
Careers and Opportunities in Science	Philip Pollack Dutton, 1961
Careers in Research Science	T. Wachs Walck New York, 1961
Sea Careers	D. Fenton Philadelphia Lippincott, 1970

Printed Materials

"Careers 'doing something' for Environment". Reprinted by *Changing Times.* The Kiplinger Magazine., 1729 H St., N.W. Washington, D.C., 20006, 1971.

Debate Kit for 1970-71. Resolution deals with Pollution Control. Obtain materials from debate coaches, debates of 1970-71, libraries, and O. O. office.

"Don't Throw Money Away. Join Reynolds' Reclamation Program"; free pamphlets from Reynolds Co., 620 Gelhorn Street, Houston, Texas, phone: 675-7434

"Action Line" *The Houston Post,* April 16, 1972 p. 2/GG. A page to be clipped and saved on "How you can get involved in pollution control, pollution maps, status of future plans for control."

"Pollution—The Challenge of Environmental Education"—special feature on what schools can do. *Today's Education. NEA Journal* pp.14-27. National Education Association of the U.S., 1201 16th St., N.W. Washington, D.C. 20036.

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Make your own visual aids. See films on careers. Check magazines and newspapers
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SECTION J

PUBLIC SERVICES CAREERS

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES OF PUBLIC SERVICE CAREERS

I. Behavioral Objectives

A. Eighty percent of students will identify with their needs being met by services of one or more community workers. They will recall experiences close to home.

B. Seventy percent of students will give examples of the three branches of government in the United States. They will also list qualifications and duties of two workers in each branch of the government.

C. Seventy percent of students will list qualifications for two elected or appointed officials in this vicinity (city or county).

D. Sixty percent of the students will compare the new (January, 1973) advantages of military opportunities with those in civilian life.

II. Instructional Procedures

A. Each student will use research in public service to tie in with his history and government classes.

B. Each student's strengths and weaknesses will be considered as he is assigned two or more of the following activities.

STUDENT ACTIVITIES

The student will complete two or more of the following activities:

1. Visit a federal office to learn about government careers.
2. Interview a fireman to learn the qualifications, responsibilities, and salary range for his work.
3. Attend a court session. Report on court careers.
4. Call a recruiting office of the army, navy, air force, or marines. Get information on entrance requirements, opportunities, and the duties that await you.
5. Assist a teacher with filing or other duties that he might suggest.
6. Prepare a poster on public service careers.
7. Visit the County Clerk's office. Report to the class the duties performed by the County Clerk and his deputy.
8. Write to a state official. Ask him for information about his training and duties.
9. Write a lesson plan for a career study. If your teacher is willing for you to be an instructor for one day, use this lesson plan to teach the Career Class.
10. Collect news articles about public service workers.
11. Clip want ads for public service careers.
12. Go to the Post Office or other public office to get a copy of a Civil Service test for a field in which you are interested. Study this test. Explain subjects covered, pattern of test, time and place it is given.
13. Direct or take part in the play "Integrated Paddle." Your teacher will find this play in the appendix.
14. Read the Home Safety Sheet given to each student by the Fire Department each October. Plan a program to explain these rules of safety.
15. Invite a fireman to demonstrate first aid to the class.
16. Do research on a lawmaking body of our government. List the advantages and disadvantages of this work.
17. Visit a meeting of the County Commissioners. Report on your visit.

18. Find out what career opportunities exist now in local government. Check with the mayor's office.

19. Attend a meeting of the City Council. Plan to go with your parents or other relatives.

20. Make a drawing or a chart of all workers you can find out about in the executive, legislative, and judicial branch of the government.

    This drawing may be done of all levels (local, county, state, and federal) or you may do it on only one level. If you can organize a committee to work with you, you may receive extra credit for completing a list of workers at all levels. Be neat. Give titles and duties of the workers.

21. Ask a policeman to speak to the class about the K-9 Corps and other unusual services.

22. Visit the teenage court. Take part on the jury if you are invited to do so.

23. Study the state test required to drive a vehicle. Tell the class the information you learned from the trial test. Give your classmates an oral test on the subjects you covered.

24. Contact the local high schools that are teaching courses for fire protection and police careers. Summarize the subjects covered in these classes. List opportunities available to students who successfully complete these courses. The police course is now (1972-73) at Waltrip; the firemen's course, at Reagan.

25. Take notes on duties of two or more government employees in each of the following branches-city, county, state, and federal.

III. Performance Goals

A. Reading the trial test for drivers

B. Interviewing service men

C. Distinguishing fact from fiction in editorials about public servants

D. Selecting students to interview in police and fire department classes being offered in some Houston high schools

E. Assisting teachers or others in public service

IV. Evaluation

A. Oral and written communications in class

B. Summation of work as shown on the wheel

FLEXIBLE LESSON PLANS

First Day

Audiovisual introduction (See appendix.)
Distribution and assignment of "Student Activities"
Discussion of experiences and interests of students in this field

Second Day

Guest Speaker or Study Tour

Third Day

Current events on public services (Use newspapers and magazines; refer to those in appendix.)
Individual assistance on assigned activities

Fourth Day

- Students' presentations of activities
- If time permits, improvisations of situations involving public service careers
  Example: A student pretends to be a practice-teacher, presenting a well-planned lesson. Another student is a practice-teacher who is unprepared before the same class. The instructor is the supervisor who explains the good and bad work of the practice-teachers.

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

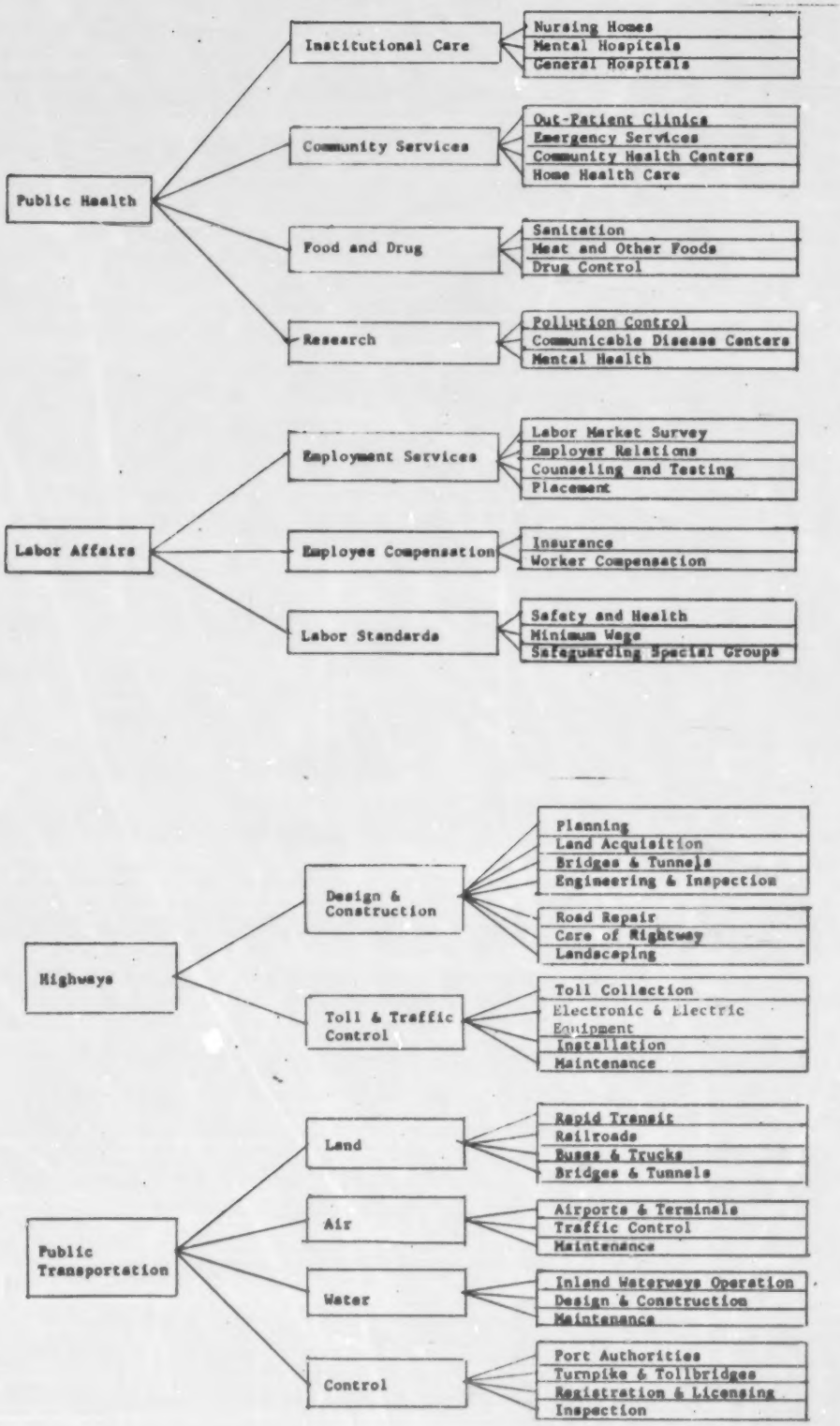
---

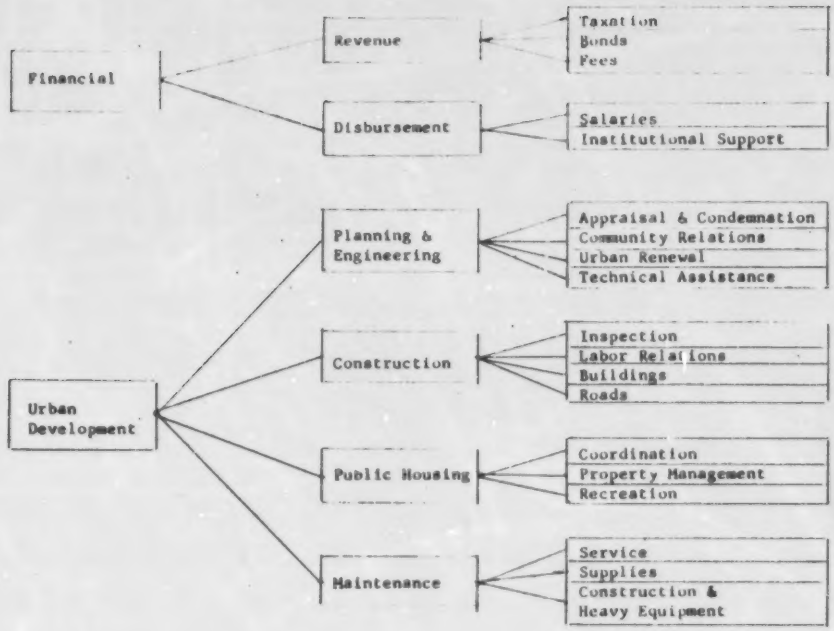
*This may vary with specific subjects in the different careers

PUBLIC SERVICES — Interdependence — Examples of a Few People and Places

Needs	Careers	Places of Employment
Community Helpers Why? Growth of cities	*Appointed* Policemen Firemen Park attendants City water men Garbage men Maintenance crew	Police station Fire department Park City hall
	Elected Mayor Comptroller Councilmen	Voting booths
County, State, Federal Employees Why? Increased government responsibilities	*Appointed* Employment counselors Deputy county clerk State Game & Fish Warden Federal Bureau of Investigation Agent	Civil Service Commission Texas Employment Commission City hall Federal Building Family Law Center
	Elected County clerk County commissioners Governor State Senators & Representatives Federal Senators & Representatives President	Voting booths
Teachers Why? Complex learning problems	Teachers Superintendent Pathologists Media directors Counselors Principals	Schools Colleges Universities Learning clinics
Military Why? Defense	*Volunteers* Soldiers Sailors Marines Air Cadets	Recruiting office for Army, Navy, Marine, Air Force
	Drafted Soldiers	Draft office

JOB CLUSTERS

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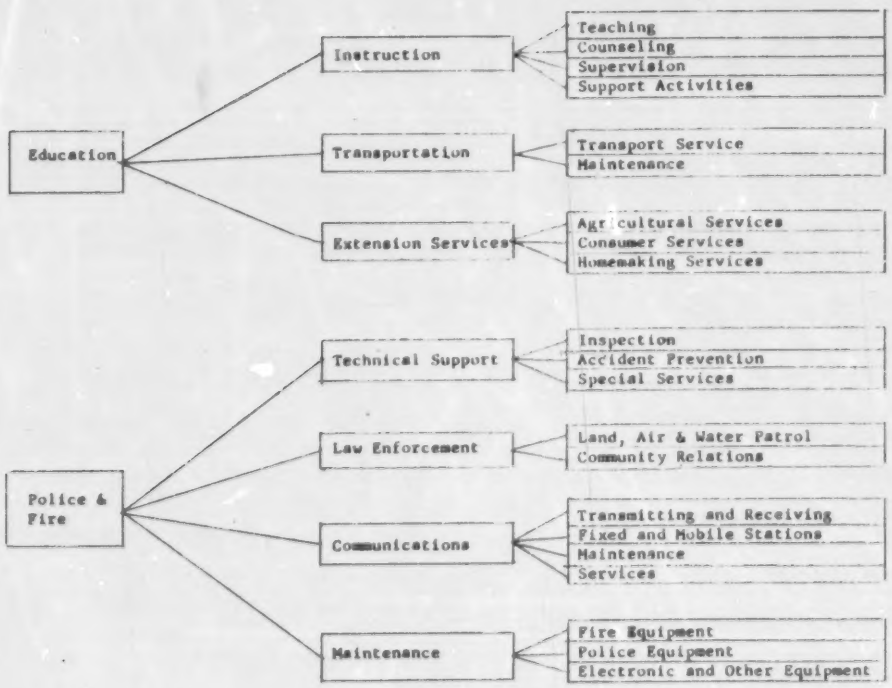
Labor Relations
Buildings
Roads
Public Housing
Coordination
Property Management
Recreation
Maintenance
Service
Supplies
Construction & Heavy Equipment


Education
Instruction
Teaching
Counseling
Supervision
Support Activities
Transportation
Transport Service
Maintenance
Extension Services
Agricultural Services
Consumer Services
Homemaking Services
Police & Fire
Technical Support
Inspection
Accident Prevention
Special Services
Law Enforcement
Land, Air & Water Patrol
Community Relations
Communications
Transmitting and Receiving
Fixed and Mobile Stations
Maintenance
Services
Maintenance
Fire Equipment
Police Equipment
Electronic and Other Equipment

BRANCHES OF GOVERNMENT

In the United States the government is divided into three branches — the legislature, executive, and judicial. There are many careers in all branches of government. Some of the people are elected, and others are appointed.

The *legislative* branch makes the laws. It consists of two parts: the Senate and the House of Representatives. The *executive* branch carries out the laws, and the *judicial* branch interprets the laws. The three branches of government check and balance each other in trying to be fair to everyone.

The government career stories included in this appendix are all in the executive branch. This means the public servants in the following stories are carrying out the laws. They do not make the laws. Also included in this appendix are stories and information sheets about government workers in schools, mines, and other public places that require certificates or Civil Service tests.

In order to have individual assistance throughout all states, the government is divided into the following levels: federal (national), state, county or parish, and city (local). The city of Houston is in Harris County, the state of Texas and the country is the United States of America. Included in this appendix are references to careers at all levels of government. Examples are LOCAL (police, firemen, teachers, and educational secretaries): COUNTY (county clerk and commissioners), state (State Highway Department), and federal (military personnel and mine inspectors). Also included in public service for the world are the Red Cross and Boy Scouts.

BRANCHES OF GOVERNMENT TEST

Each correct answer counts five points

1. The three branches of government are

   _____
   _____
   _____

2. Four levels of government are

   _____
   _____
   _____
   _____

3. Two examples of city employees are

   _____
   _____

4. Two examples of county employees are

   _____
   _____

5. An example of a state employee is

   _____

6. Two examples of federal employees are

   _____
   _____

7. Write the name of your town or city _____, your county or parish _____, state _____, and your country _____.

8. Government employees are _____ by the people or _____ by an individual who represents the people.

STATE HIGHWAY DEPARTMENT CAREERS

Officers in the State Highway Department give written tests as well as behind-the-wheel tests to applicants who want a valid driver's license. Eye examinations are also required in Texas and other states.

TEACHERS IN TEXAS

The largest group of professional workers in Texas is teachers. Texas Employment Commission said "About 162,000 full-time teachers were employed in 1968. Approximately one-half of all teachers were employed in elementary schools, almost one-third in secondary schools, and about 13 percent in colleges and universities."

In 1972, records show an over-supply of teachers. The reasons have been stated as: local budgets not sufficient for salaries; the baby boom ended; and an oversupply of recent college graduates.

Recently the National Center for Information on Careers in Education took a hard look at the teacher surplus. Certain patterns of supply and demand became clear.

The major findings of the National Center for Information on Careers in Education are—

1. Thirty-one of the 50 states responding to the survey reported a shortage of workers for their special education programs. This need for educators to work with the handicapped and/or exceptional children includes teachers, therapists, and other specialists.*

2. Twenty-three states indicated staff deficiencies in the vocational-technical education and industrial arts fields. Initiation and expansion of vocational-technical education programs has brought about a substantial need for instructors with appropriate backgrounds and training to work at the high school level and in some occupational specialties with our community colleges.*

3. A number of states indicated a need for instructors in new and developing curricular areas such as environmental education, cultural studies, bi-lingual education, and adult education. Numerous questions, however, arise regarding the type of preparation which individuals filling these positions should possess.

4. Approximately one-fifth of the states reported shortages in the mathematics and science specialties.

5. Social studies and history teachers dominate the oversupply ranks followed by language arts and foreign language teachers.

6. Other than the early childhood specialty, current supplies of elementary teachers appear adequate to meet immediate needs. Several states, however, indicated needs for elementary specialists, such as physical education teachers. A number of states indicated a desire to recruit additional male teachers to work in the elementary setting.

7. Numerous states indicate that prospective teachers would have to look to smaller urban and rural areas for employment. Competition for teaching positions is the large cities and

*It is significant to note that on August 26, 1971, Dr. Sidney P. Marland, U. S. Commissioner of Education, reaffirmed the extension and improvement of the education of the handicapped and career education (vocational-technical education) during the current school year.

nearby suburbs appears to be extremely keen. Several officials, however, reported a need for more sensitive educators to work with inner-city youngsters.

It should be understood that these officials were not asked for specific occupational opportunities but rather to indicate the current needs and apparent trends in educational staffing in their state. The National Center for Information on Careers in Education urges that all persons interested in teaching as a career re-examine their abilities, interests, and motivation to determine the appropriateness of such a decision. It is apparent that candidates for teaching positions now and in the future will find the keenest of competition with positions going to the strongest candidates: bright, creative individuals who show evidence of a strong desire to work with young people.

REQUIREMENTS FOR BECOMING A TEXAS TEACHER

To teach in Texas one needs a Texas teaching certificate or an emergency certificate. Many Texas cities also require a passing grade on the National Teachers' Examination. It is given twice a year at designated testing centers and is graded at Princeton University.

To receive a Texas Teacher's Certificate, the requirements for a Bachelors' Degree must be completed. Texas history and United States government are also required. The special subjects to be taught must be emphasized in college. This is called a major. A minor must also be completed. The second emphasis on given subjects is called a minor. The plan for graduating with a teaching certificate should be worked out early in the years spent at college.

Since there are more applicants today than jobs for teachers, a student is wise to become certified in a field that serves special needs as well as a teaching field. Examples are special certificate as a speech pathologist, a diagnostician, a reading analyst, a counselor, or a teacher of the mentally retarded.

A teacher's life is open to public criticism at all times; so good conduct is necessary if good examples are to be set. The extra hours put into preparation, grading, and directing extra curricular activities do not always show up. Many people are fooled into thinking a good teacher has short hours, but this is not true. For the time and money spent in college, a teacher does not receive as many money benefits as industry would pay; however, the self-satisfaction of the students' progress, the enthusiasm and appreciation of young people make the job very rewarding.

TEST

List the advantages and disadvantages of a teaching career.

TEACHERS IN HOUSTON

Many applicants are seeking teaching positions in Houston, but only a few positions are open. The salary here is good and cost of living is reasonable; so many people want to teach in Houston.

Requirements to teach in Houston are explained in the application forms. New requirements are now being considered in Houston and throughout the state. A teacher will probably soon be required to attend classes during part of the summers. The summer classes will provide new materials and an exchange of good methods.

Salary ranges in Houston are now $7,100 (minimum) to $10,300 (maximum) for a Bachelors Degree. This salary is for ten months of work. The Masters Degree range is from $7,720 to $11,750.

After that, the raises are given when a doctorate degree is completed. A salary increase of $310 a year is given to teachers until they reach the maximum level for the degree they hold. After they reach the maximum level of pay, they must get a higher degree or prepare for careers in school administration if they want pay raises.

School administrators are workers who study needs of the individual students as they tie in with over-all needs from other individuals in the schools. Administrators must decide on the best way to use the money, time, and talent available to them. They hire teachers, write curriculum guides, and evaluate work that is being done. Administrators are always searching for new and better ways to improve communication and to guide plans which really fit the needs of the present day world of work.

Fringe benefits for teachers, administrators, and clerical employees include a portion of the payment on health insurance and retirement benefits. The greatest benefit to all workers in the field of education is the joy of helping students find their talents, so that each person can use his abilities with pride and satisfaction.

Organizations that help educators in Houston are Houston Teachers' Association, the Congress of Houston Teachers, Texas Classroom Teachers' Association,, Houston Principals Association, Texas State Teachers' Association, and National Education Association.

THE CLASSROOM TEACHER

...by Mary Cross Brown
Journalism, Austin High School

Today is Friday! That teacher's blessed day which makes Monday seem almost an uncertainty. No matter how dedicated one may be, to give up even one tiny second of a weekend is out of the question. However, sometimes it is a professional delight just to luxuriate in the after three classroom quiet, interrupted only by the occasional slamming of a locker door.

HOUSTON'S MRS. BROWN TEACHER-OF-YEAR FINALIST

Chronicle Austin Bureau

Austin — Houston journalism teacher Mrs. Mary Elizabeth C. Brown is one of five national finalists for 1973 teacher of the year.

Mrs. Brown teaches journalism at Stephen F. Austin High School and was chosen by The Chronicle as journalism teacher of the year in 1972.

She is a graduate of Howard Payne College and took her master's from Columbia University in speech and drama.

She represents Texas in the annual teacher of the year competition sponsored by the Council of Chief State School Officers, the Encyclopedia Britannica and the Ladies Home Journal.

Here I sit with one hand on a stack of test papers of multi-shaded tones from a deep purple to a delicate lavender. The top one is decorated with a few scattered red x's. The other hand clutches a list of names with various phrases used to describe the health of about a dozen who made the decision that to be sick was the lesser of two evils—one of which was a major test.

Now I really try to be as orthodox as humanly possible—adhering to the rules and regulations of the establishment, and make-up is for the privileged ill, etc. If Mama says, "Suzie was sick," who am I to question, even though Suzie often looks healthier than many who come armed with Kleenex.

All appear to be observing protocol until I see Rusty's "needed at home" notation. (This is a make-believe name for obvious reasons.) Rusty is an average sophomore, but his grade record cannot survive a major test "0," and this was one of the "biggies". I scan the list, making mental notes on make-up dates only to have the image of the words by Rusty's name keep popping up and making their way into my week-end tuned mental state. Shades of E. S. P. I look up—a tousled head appears in my door way and an inquiring voice, "Your door was open and I just thought, well, your door is always open, isn't it?"

I told him that I hoped that it would always be open, for that is what it is all about, isn't it? Then I asked, "Rusty, did you have anyone ill in your family this week?"

A serious "No ma'am" followed. I first try to find a legal way to bend a rule.

"But why were you needed at home on the day of our big National News Quiz?"

His ever-present honesty keeps on keeping on. "Oh, but I wasn't really at home. I had to work."

"Do you have a job?"

"Well, a part of one. You see, this lady gave me a job to clean up this big ole vacant house and yard."

"But couldn't you do it after school?"

"Yessum, but my mom and me—we needed the money before four o'clock. The Light Company was going to turn our lights off that day—and it's a good thing I worked, cause the lady told me if I would clean her yard every Saturday, she would give me seven dollars and fifty cents. I told my mom not to worry about the light bill any more—I'll pay it."

You know and I know that a rule is going to get really bent. I told Rusty to be here bright and early Monday morning to take a make-up test. His whistle as he walked into the Friday sunshine was highly contagious.

You know this looks as if it is going to be the best Friday in a long time, and it seems that Monday will be worth waiting for.

These little episodes are truly the fringe benefits and rewards of a classroom teacher.

THE INTEGRATED PADDLE
by Mary Elizabeth Schell

Narrator: Our story today is true, for sometimes truth has more excitement and inspiration than fiction. This event took place in the school year of 1969 and 1970. The place was Houston, Texas.

Come with me now to Room 608 where Mrs. Thelma Scott, an experienced math teacher, brings her love of both mathematics and children to Fonville Junior High School.

Scene I

Johnny: I hear we have a new teacher for math.

Tom: Yeah and I've heard she is black.

Billy: The cross-over program — that just won't work.

Tom: Here she comes.

Mrs. Scott: Good Morning, class.

Class: H'm.

Mrs. Scott: I'm very happy to be with you.

Billy: Why?

Mrs. Scott: Well, maybe because I have a boy of my own — just a few years younger than you, and I want him to have a math teacher who likes math and children as much as I do.

Billy: Then why don't you teach him?

Mrs. Scott: For several reason — I am experienced in high school math — he is in elementary school.

Johnny: Is that the only reason?

Mrs. Scott: No. I prefer that my son learn to get along with other people and adjust to the world rather than have his mother taking care of him at home and at school.

Tom: What kind of math are you going to try to teach?

Mrs. Scott: Well I'll follow the curriculum guide, but I'll take extra time for anything that you do not understand.

Curtis: Why?

Mrs. Scott: For two reasons — I want you to understand math and, above all, I want you to like math.

Class: (ad lib) I'll never like math. You're nuts! This will never work. Phooey.

Mrs. Scott: (raps on desk) Class, may I have your attention?

Class: (ad lib) No — what do you want it for? Who do you think you are? I won't listen — I won't.

Mrs. Scott: Put your book aside and let me show you some math that you'll be using to make your dollar stretch.

Tom: I don't want to look at any number work. No thanks. That's not for me.

Mrs. Scott: Maybe you'd like it better if we would forget the numbers and look at some pictures that will make our fractions come alive and work for us.

Billy: You gotta be kidding.

Mrs. Scott: No, not all. I'm convinced that if you'll tune in, math will be fun, and you might even want to get in the Number Sense Club.

Curtis: That's a laugh!

Mrs. Scott: We'll see, Curtis. Given time, I believe I can win you over to be a friend of this math book.

Curtis: Oh, baloney!

Narrator: But Curtis was wrong. Time passed, and each day Mrs Scott said, "May I have your attention" less and less. Not only did she have the class's attention, she also had them coming in voluntarily for extra discussion at noon and after school. Finally, one day a very strange paddle was carried down the hall and Curtis took it right to Room 608.

Scene II

Curtis: Mrs. Scott — You know when kids like a teacher or a neighbor, they kinda want a birthday paddle that comes down easy and is a way of remembering the years. Well, you've given us a year to grow on, so we made you this paddle.

Mrs. Scott: A paddle — but you know I don't like that way of teaching.

Curtis: Oh yeah! Well this is one that is not punishment — just fun.

Mrs. Scott: Thank you, boys, but I don't understand.

Curtis: Well, you see this white stripe in the middle and the brown edges? We colored it that way to show it is our integrated paddle.

Mrs. Scott: An integrated paddle? I don't understand.

Curtis: Well, you see — at first we had these edges black, but the more we came to class and learned, the more we forgot about the black edges; so we finally took away the black and put a light stain on the edges. It's still integrated, but the colors go together better.

Mrs. Scott: You have given a lot of thought to this paddle, boys.

Curtis: You bet we have. You see at first we thought you were an intergrated intruder and now we think you are an intergrated crusader.

Mrs. Scott: That's just about the nicest compliment I ever had, boys.

Curtis: Well, we mean it, because you know how we are. We say what we think.

Narrator: Yes, the boys did mean what they said. They were unaware of the change that came in their feelings, too; for as time went by and students began to fear having their favorite teacher moved to a schoools of the opposite color, these very students were in the hall talking.

Scene III

Billy: I hear some of the teachers may have to move to schools where the pupils are the opposite color. I hope Mrs. Scott doesn't have to move.

Tom: There are some teachers that I sure hope will stay here.

Curtis: Yeah, and Mrs. Scott is one of them.

All: Yeah

Curtis: We don't want to lose her. Maybe we can find a way to let everybody know that we want her to stay. - - - Hold it—she's already the opposite color from us. She won't have to move!

Narrator: So the color line had vanished. The sincere teacher had won her students. There are strange things that happen in the human mind but one of the strangest and happiest of all comes from a true story of an integrated paddle.

EDUCATIONAL SECRETARIES, CLERKS, AND TEACHER AIDES IN H.I.S.D.

(Taken from notes in interview with Mrs. Gertrude Armstrong, Secretary of Classified Personnel, H.I.S.D)

In education, just as in all other fields, many careers overlap. Business and Office Occupations are a part of Public Service. Examples are found in the jobs for secretaries and clerks in the Houston Independent School District administration building.

To become a clerk in the Houston Independent School District, the applicants must take a basic skills test and make a score of 75 or better on it. In addition, the prospective clerks must take a typing test. They are required to type at least 45 words a minute with no more than five errors. The category in which the employee is placed depends on the position which is to be filled. A *category* is a pay level based on the job description and responsibilities required of the employee.

A school secretary must take the same tests as the clerk but, in addition, the applicant must take a shorthand test and make a score of at least 80 words per minute. Of course, the transcribing of the shorthand must be acceptable. A secretary is rated as category 5 through 9.

Salaries of clerks and secretaries are based on category, length of time assigned each year, and number of years experience. The hours are 8 to 4:30, and the length of time varies from 10½ months to 12 months. Clerks and secretaries, just like teachers, are on probation for three years.

Minimum salary for a clerk rated as category 4 is $401 per month. When the clerk goes to school and passes tests that permit her to move up a category, the salary jumps. Experience within the school district brings yearly pay raises of $20.00 per month.

In order to advance, clerks and secretaries, like everyone else, must continually try to improve their skills and their ability to communicate. This can be done by daily work and by going back to school in the evenings. The school district will now pay for employees to take training which will entitle them to a professional standards certificate or a degree.

Organizations that serve secretaries and clerks are the Houston Administrative Educational Secretaries Association for the administration building and Houston Association Educational Office Personnel for the clerks and secretaries in schools.

Teacher aides work the same hours as clerks and secretaries. Their salary begins at $341 per month. With additional training and experience, the teacher aides can also advance in pay and in responsibility. This career is an excellent way for a student to learn whether teaching is really his choice of a career.

If a person in the Houston schools wants to advance to another position or transfer to a new location, he can apply for openings listed in the Superintendent's Bulletins. If a teacher is eligible, he can apply for the new job in writing to Personnel Department. The clerk or secretary can apply for a new job to Personnel Services, Classified Section.

HOUSTON FIRE DEPARTMENT

(September, 1972)

The Houston Fire Department is very interested in having students know about careers as firemen and as emergency medical technicians. A one semester high school course about careers in the fire department is now being offered at Reagan High School. Plans are being made to increase the number of schools that will offer this course.

A man who is accepted for training in the Houston Fire Department must have passed physical tests, have good moral character, and have either a high school diploma or a G.E.D. Certificate. (The G.E.D. is a substitute for a high school diploma. If a person does not graduate but can pass examinations regulated by the government, he will be given the substitute diploma or G.E.D.)

The training in the fire academy lasts for 16 weeks. The trainees are paid $587.60 per month while they are in training. The academy graduates are then given a Civil Service test regulated by the state. The graduates are well trained and have no trouble passing the test. When they pass, their salary jumps to $689 a month. During that time, the new employees are on probation. This means the new men must prove their ability in mental and physical skills as well as in teamwork. After six months, the pay increases to $715.35. The second year the pay is $741.87. The third year the pay is $822.25. After that, merit raises and tenure are the basis for any increase in pay. A *merit raise* means outstanding work is noticed, and the pay is increased. *Tenure* means a length of time passes and the worker is paid extra because of his added experience.

Firemen in Houston have rank that goes along with their duties and their pay. For example, the first year fireman is a pipe and ladderman. Some towns call him a private just as the army does. The step above pipe and ladderman is chauffeur or emergency technician. To get these promotions a worker must take a Civil Service test. When an opening occurs, the person who made the highest score is promoted. Sometimes a person with the highest score is not promoted because his superiors feel he is a "test taker" who can write but cannot perform the more difficult skills that will be required. If this happens, the second highest score on the test will be the person who gets promotion. In going around the highest score, the person in charge must be very careful about his decisions. He will be required to write a letter that explains his actions.

The emergency technicians in Houston are well trained to assist with automobile accidents, heart attacks, strokes, and other serious medical problems that need immediate attention. The technical equipment used to monitor heart beats and other vital life signs for the astronauts in space are now being studied by the emergency technician with the Fire Department. Soon a fireman will be able to "tune in" the patient's heart beat and other vital signs for the doctor to monitor. He can then guide the emergency crew in treatment. A patient with a heart attack cannot safely wait ten or twenty minutes while the ambulance takes him to a doctor. The instant communication between the doctor and the technician has already saved many lives in Fort Lauderdale, Florida, where the Fire Department's Medical Technicians have been trained for some time. Soon this instant assistance will be available in Houston. The satisfaction of helping people in times of great need is one of the rewards of this career field.

JUNIOR AND SENIOR HIGH SCHOOL POLICE COURSES

- - - Officer A. R. Magdaleno

Junior High School Program

"YOUTH AND THE LAW" is a program given to all the 8th grade American history students in H.I.S.D. With the aid of slides and a tape recorder the student is taken through a tour of the Criminal Justice System relating to Texas juveniles. Time is allowed for a question and answer period after the presentation.

Senior High School Program

BASIC POLICE ADMINISTRATION COURSE is given to senior high school students who are in the twelfth grade (seniors). A new textbook is being used. Detective Baker or Officer Babb can give you more information on their program. They work out of this division.

HOUSTON POLICE DEPARTMENT ORGANIZATION

The Houston Police Department is a semi-military organization, commanded by the Chief of Police. Most of its members wear uniforms and hold ranks similar to those in the military service.

The Chief of Police is assisted in his duties by Bureau Commanders, who help to coordinate the many activities of the Police Department; and by the Night Commander, an Inspector who serves, at night, as the Chief's staff assistant.

The Houston Police Department is divided into Bureaus, Divisions, and Details. Bureaus are composed of two or more Divisions whose activities are related to each other in some meaningful way. Bureaus are commanded by Inspectors, who are responsible to the Chief of Police.

Divisions are generally commanded by Captains, who report to the inspector in charge of the Bureau of which the Division is a part. Divisions generally specialize in a specific area of police activity. Captains are assisted in their duties by lieutenants and/or sergeants who supervise the work of the patrolmen or detectives assigned to the Division.

A Detail is composed of a smaller number of men specializing in some area of police activity. Details are a part of a Division and are generally responsible to the Division Captain for their activities.

Administrative Bureau

This Bureau is responsible for the administrative and management tasks of the Police Department. These include planning, budgeting, and operation of the business office. This function is supervised by the Chief of Police, with the assistance of the Administrative Assistant. Because of the unique nature of the Division in the Administrative Bureau, they report directly to the Chief of Police. The Bureau contains 5.0 percent of the total police personnel and is composed of:

Vice Division — responsible for the enforcement of vice laws and the repression of vice activities.

Narcotics Division — responsible for the enforcement of narcotics laws, seizure of illegal narcotics, and the arrest of narcotic offenders.

Criminal Intelligence — responsible for continuous surveillance of known criminals, the investigation of subversive organizations, and the evaluation of criminal activity in the city.

Planning and Research — responsible for developing long range plans for the use of manpower, money, and equipment; responsible for the evaluation of crime reports, and the development of plans to meet law enforcement needs.

Business Office — responsible for budget control, payroll administration, and other office-keeping functions.

Criminal Investigation Bureau

This Bureau is responsible for the investigation of crimes, recovery of property, and identification and apprehension of offenders. It contains 10.3 percent of the total police personnel and is composed of:

Burglary and Theft Division — responsible for the investigation of crimes involving burglaries and thefts.

Junk Yard Detail — responsible for enforcement of laws regarding junk yards; prevents junk yards from being used as outlets for stolen goods.

Pawnshops and Secondhand Store Detail — responsible for regulations of pawnshops to prevent the resale of stolen property.

Homicide Division — responsible for the investigation of crimes against persons including homicide, aggravated assault, criminal assault and suicide.

Robbery Division — responsible for the investigation of crimes of robbery and theft from persons, including armed robbery, purse snatching, and robbery by assault.

Auto Theft Division — responsible for the investigation of auto thefts and the apprehension of auto thieves.

Auto Dealers Detail — responsible for the regulations of auto dealers, licensing of auto salesmen, and investigation of thefts of accessories from automobiles.

Forgery Division — responsible for the investigation of forgery cases and enforcement of hot check laws.

Police Property Room — responsible for the care and custody of evidence and recovered property.

Patrol Bureau

This is the largest Bureau of the Department and it is responsible for police service in an area of 454 square miles. It contains 37.2 percent of the total police personnel and is composed of:

Radio Patrol Division — responsible for the basic police task in the city; responsible for the patroling of the city streets, and for providing police services to citizens; operates twenty-four hours a day.

Sub-Stations — responsible for detention and processing of persons arrested in the sub-station's district; provides police services for the sub-station area; and may be used as a community meeting place.

Motor Compound — responsible for storage of cars impounded by the line units in the course of duty.

Airport Detail — responsible for basic police services and security at the airports.

Traffic Bureau

This Bureau is the second largest Bureau in the Department and is responsible for traffic law enforcement, certain supplies, and statistical information. It contains 25.2 percent of the total police personnel and is composed of:

Enforcement Division — responsible for the enforcement of traffic laws and insuring safe use of streets and freeways.

Helicopter Division — responsible for support to all ground units in suppression of crime, apprehension of criminals, and traffic regulation.

Traffic Control Division — responsible for the safe and expedient movement of traffic in the city.

Meter Checkers — responsible for issuance of parking citations in the downtown business district when parking meter violations occur.

Traffic Safety Division — responsible for safety education and crossing protection for school children.

Accident Investigation Division — responsible for investigation of traffic accidents occurring on city streets.

Supply Detail — responsible for the procurement of uniforms and certain supplies for the Police Department.

Statistics Detail — provides statistical data relating to traffic conditions and violations within the city.

Special Services Bureau

This Bureau is responsible for maintenance of police vehicles, communications, dispatching duties, and care and custody of prisoners. It contains 13.8 percent of the total police personnel and is composed of:

Jail Division — responsible for the welfare and custody of persons arrested by the police.

Radio Dispatcher Division — responsible for the control and assignment of all units on the street; receives calls for assistance from citizens; dispatches all calls for service and all information pertaining to police business over the police radio.

Communications Division — responsible for maintenance of radio, telephone, and teletype communications within this Department and with other police and governmental law enforcement agencies.

Police Garage — responsible for the maintenance and repair of police vehicles.

Staff Services Bureau

This bureau is responsible for personnel procurement, selection, and personnel administration; recruit and in-service training; juvenile investigations and dispositions; and community relations programs. It contains 6.3 percent of the total police personnel and is composed of:

Personnel Division — responsible for recruiting and screening police applicants; maintains personnel records; and performs other personnel functions.

Training Division — responsible for recruit training and police in-service training.

Juvenile Division — responsible for the investigation and referral of juvenile offenders, and for the investigation of crimes against juveniles.

Police-Community Relations Division — designed to direct the flow of communications between the Police Department and the citizens; and to evaluate community sentiment regarding police practices.

Technical Service Bureau

This Bureau provides staff services necessary to support the operations of the Line Divisions. It contains 2.2 percent of the total police personnel and is composed of:

Records Division — responsible for maintaining records of all police activities.

Identification Division — responsible for the photographing and fingerprinting of prisoners; the examination of certain types of evidence, and other identification duties.

Crime Laboratory — responsible for processing of evidence and the application of general criminalistics to police work.

Polygraph Detail — responsible for the administering of polygraph examinations to suspects or witnesses as required.

HOUSTON POLICE DEPARTMENT

REQUIREMENTS FOR APPLICANTS FOR CLASSIFIED POSITIONS IN THE HOUSTON POLICE DEPARTMENT

1. Height and Weight

Height	Minimum Weight	Maximum Weight
5' 7"	140	180
5' 8"	140	189
5' 9"	140	194
5' 10"	140	195
5' 11"	140	205
6' 0"	150	212
6' 1"	150	219
6' 2"	155	226
6' 3"	155	234
6' 4"	165	243
6' 5"	170	252
6' 6"	180	262
6' 7"	190	272

2. *AGE*: Applicant must have reached his 19th birthday prior to making application at the Civil Service Department; and must not have reached his 36th birthday before receiving the Oath of Office.

3. Applicant must have earned all high school credits required to graduate from an accredited high school; or have a Texas Certificate of High School Equivalency from the Texas Education Agency.

4. Applicant must be a citizen of the United States of America.

5. Applicant must have a valid Texas driver's license.

6. Applicant's driving record must reflect a history of prudence and maturity in operating motor vehicles. Applicant must not have received more than two (2) moving traffic law citations within a twelve (12) month period immediately prior to making application.

7. Applicant must not have been convicted of a felony offense, driving while intoxicated, or of any crime involving moral conduct.

8. If a veteran, applicant must not have had any court-martial higher than a Summary.

9. If a veteran, applicant must have an Honorable Discharge, free from any conditions.

10. If Honorable Discharge was received for medical reasons, or before tour of duty was fulfilled; or if applicant is receiving disability compensation; or if applicant was rejected from military service for medical reasons, applicant must furnish Civil Service with specific reasons for discharge or disability.

11. Applicant must not have had any serious illnesses or injuries. The following may not be disqualifying, but must be considered:

    a. Stomach Ulcers
    b. Convulsions
    c. Diabetes
    d. Tuberculosis
    e. Migraine Headaches
    f. Recurrent Jaundice
    g. Pernicious Anemia
    h. Syphillis
    i. Hayfever
    j. Chronic Malaria
    k. Rheumatic Fever
    l. Polio
    m. Arthritis
    n. Heart Trouble
    o. Asthma

12. Applicant must be free of physical defects and deformities.

13. Applicant's background must reflect family and employment stability.

14. Applicant must be temperamentally and emotionally stable.

15. There must not be any evidence of any emotional disturbances or psychotic or neurotic tendencies.

16. Applicant must not be delinquent in any just financial obligations.

17. The applicant's character and reputation must be of the highest order as established by the background investigation and must not be of such a nature as to cast a question on his future actions.

18. Vision must be correctable to 20/20 with glasses or contact lenses; vision must not be over 20/100 uncorrected in either eye.

NOTE:
If all the above requirements are met, you may apply IN PERSON for an application at the Civil Service Department, Ninth Floor of City Hall, 900 Brazos, Houston, Texas 77002; (713) 222-3531.

Form No. 18851 Rev. 8/72

HOUSTON POLICE DEPARTMENT

MINIMUM REQUIREMENTS FOR THE POSITION OF POLICEWOMAN

All qualifications pertaining to the selection of male applicants shall apply to female police applicants with the exception of:

1. HEIGHT AND WEIGHT

Height	Minimum Weight	Maximum Weight
5' 0"	99	128
5' 1"	102	131
5' 2"	105	134
5' 3"	108	138
5' 4"	111	142
5' 5"	114	146
5' 6"	118	150
5' 7"	122	154
5' 8"	126	158
5' 9"	130	163
5' 10"	134	168
5' 11"	138	173
6' 0"	143	175

2. EDUCATION

Applicants for the position of policewoman must have at least a high school education.

3. PRE-SCHOOL AGED CHILDREN

Applicants who have pre-school aged children may not be considered for employment unless their youngest child has reached its first birthday.

4. AGE

Applicants must be at least 19 years of age and must not have reached their 36th birthday before receiving the oath of office.

Form No. 18851 A Rev 9/69

MILITARY SERVICE

(Notes taken when interviewing Major Henry L. Meyers assigned to ROTC in the H. I. S. D. Administration Building.)

The salary and opportunities for careers have increased a great deal recently. Interests and abilities of each individual are of prime concern to the leaders in today's military establishments.

The peace time army requires a high school diploma or G.E.D., and the applicant's ability to pass a rigid physical examination. After being accepted, the trainee goes through basic training. The length of time for this training depends on the budget and the needs of various military units. Advanced individual training follows basic training. The individual training is based on the trainee's interest plus a battery of tests that measure aptitude and ability. At this time, (Nov., 1972) there are 125 or more specialities from which to choose. If a high school student has taken courses that give him knowledge and skills in his chosen fields of interest, he may be able to by pass the advanced individual training. By having sufficient high school skills to omit advanced training, the individual is automatically putting himself into a higher pay level more rapidly. In military life just as in all other careers, knowledge and skills must continuously be added and improved, as new terms and techniques are always moving forward to bring progress.

Today a volunteer can choose the geographic location in which he wishes to serve. If the individual has a buddy who volunteers at the same time, they can be assured of staying together in the service. The volunteer may also choose the branch of service in which he will be assigned. The service branches are as follows:

Basic branches:

Infantry
Adjutant General's Corps
Corps of Engineers
Finance Corps
Quartermaster Corps
Field Artillery
Air Defense Artillery
Armor
Ordnance Corps
Signal Corps
Chemical Corps
Military Police Corps
Transportation Corps
Military Intelligence

Special Branches:

Army Medical Department (Medical Corps, Army Nurse Corps, Dental Corps, Medical Service Corps, and Army Medical Specialist Corps)
Chaplains
Judge Advocate General's Corps
Women's Army Corps (Members of the WAC may be detailed to certain basic and special branches.)

Reserve branches and other groups:

(In addition to the basic and special branches of the Army, there are four other specifically designated elements of the Army.)

Staff specialist, US Army Reserve
Civil affairs, US Army Reserve
General staff
Inspector general

The branches of the Army are grouped into arms and services. The arms are those branches whose primary mission is combat and combat support. The services are those branches whose primary mission is combat service support and/or administration to the Army as a whole. Certain branches have primary missions in both fields.

Arms (Combat branches):

Infantry
Corps of Engineers
Field Artillery
Air Defense Artillery
Armor
Signal Corps

Services:

Adjutant General's Corps
Corps of Engineers
Finance Corps
Quartermaster Corps
Army Medical Department
Chaplains
Judge Advocate General's Corps
Ordnance Corps
Signal Corps
Chemical Corps
Military Police Corps
Women's Army Corps
Transportation Corps
Military Intelligence

Reserve Officers Training Corps Manual, 145—4-1. Headquarters Department of the Army. Washington, D. C., February, 1972, Pp. 45-46.

The new operational procedures in the military service permit units to know and respect the work being done by other units. The lunchroom, or mess hall as the army calls it, is served by personnel from units outside their own. There are opportunities and encouragement for understanding teamwork.

Any high school student who completes ROTC, Reserve Officers Training Corps, is automatically in a higher pay bracket when he enters the service. Also West Point will now accept men who have no congressional appointment if they have had R. O. T. C. West Point is the top military college in the country. Many great generals have come from West Point.

Money is of great importance in any career. The volunteer for combat receives $1500 before he enters the service. At the end of an enlistment period, an individual is given a bonus if he re-enlists. The amount of the bonus depends on the need for the specific skill of the individual. If the skill is unusual and replacement is difficult, a very large sum of money may be paid as a bonus.

A beginning volunteer in the Army will make $307.20 a month beginning in January, 1973. Room, board, clothes, medical, and dental expenses will all be paid in addition to the salary. If the enlisted man or woman is married or has dependents, he or she will be paid extra money. At the end of basic training (about eight weeks) the new soldier's pay will increase to $342.00 per month. Opportunities for more raises will come as the soldier proves his attitude and abilities.

New Monthly Basic Pay Rates

1973

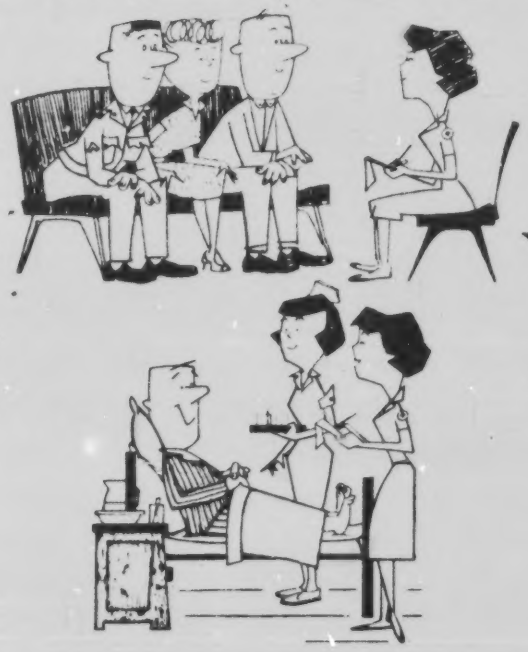
PAY GRADE	UNDER 2	2	3	4	6	8	10	12	14	16	18	20	22	26
						YEARS OF SERVICE								
						COMMISSIONED OFFICERS								
O-10	2415.00	2500.20	2500.20	2500.20	2500.20	2595.90	2595.90	2794.80	2794.80	2994.90	2994.90	3195.00*	3195.00*	3394.20*
O-9	2140.50	2196.90	2243.70	2243.70	2243.70	2300.40	2300.40	2395.80	2395.80	2595.90	2595.90	2794.80	2794.80	2994.90
O-8	1938.60	1996.80	2044.50	2044.50	2044.50	2196.90	2196.90	2300.40	2300.40	2395.80	2500.20	2595.90	2700.30	
O-7	1610.70	1720.80	1720.80	1720.80	1797.30	1797.30	1902.00	1902.00	1996.80	2196.90	2347.80			
O-6	1194.00	1312.20	1397.70	1397.70	1397.70	1397.70	1397.70	1397.70	1445.10	1673.70	1759.20	1797.30	1902.00	2062.50
O-5	954.90	1121.70	1198.80	1198.80	1198.80	1198.80	1235.70	1301.40	1386.40	1492.50	1578.30	1625.70	1683.00	
O-4	805.20	979.80	1046.10	1046.10	1064.70	1112.10	1187.70	1254.90	1312.20	1369.20	1407.30			
O-3	748.20	836.40	893.70	989.40	1036.50	1073.70	1131.30	1187.70	1216.80					
O-2	652.20	712.50	856.90	884.40	903.00									
O-1	586.10	589.50	712.50											
						COMMISSIONED OFFICERS WITH OVER 4 YEARS SERVICE AS ENLISTED MEMBERS								
O-3	—	—	—	989.40	1036.50	1073.70	1131.30	1187.70	1235.70					
O-2	—	—	—	884.40	903.00	931.50	979.80	1017.90	1046.10					
O-1	—	—	—	712.50	760.80	789.30	817.50	846.30	884.40					
						WARRANT OFFICERS								
W-4	762.00	817.50	817.50	836.40	874.50	912.90	950.70	1017.90	1064.70	1102.50	1131.30	1169.10	1207.80	1301.40
W-3	693.00	751.50	751.50	760.80	770.10	826.50	874.50	903.00	931.50	959.70	989.40	1027.20	1064.70	1102.50
W-2	606.60	656.10	656.10	675.30	712.50	751.50	780.00	808.20	836.40	865.50	893.70	922.20	959.70	
W-1	506.50	579.90	579.90	627.90	656.10	684.60	712.50	741.60	770.10	798.60	826.50	855.90		
						ENLISTEDS								
E-9	—	—	—	—	—	—	865.80	885.60	905.70	926.40	946.80	965.40	1016.40	1115.10
E-8	—	—	—	—	—	726.60	746.70	766.50	786.60	807.00	826.20	846.60	896.10	996.00
E-7	507.30	547.20	567.60	587.40	607.80	627.00	646.80	667.20	697.50	717.00	736.80	746.70	796.80	896.10
E-6	438.00	477.90	497.70	518.10	537.90	557.70	577.80	607.80	627.00	646.80	657.00			
E-5	384.60	418.80	438.90	458.10	488.10	507.90	528.00	547.20	557.70					
E-4	369.90	390.60	413.10	445.50	463.20									
E-3	355.80	375.30	390.30	405.60										
E-2	342.30													
E-1	307.20													

* Limited under existing law to $3000.

Monthly Quarters Allowances

Pay Grade	Without Dependents	With Dependents
O-7,-8,-9,-10	$230.40	$288.00
O-6	211.80	258.30
O-5	186.30	238.80
O-4	178.80	215.40
O-3	158.40	195.60
O-2	138.60	175.80
O-1	108.90	141.60
W-4	$172.50	$207.90
W-3	155.40	191.70
W-2	137.10	173.70
W-1	123.90	160.80
E-9	$130.80	$184.20
E-8	122.10	172.20
E-7	104.70	161.40
E-6	95.70	150.00
E-5	92.70	138.60
E-4	81.60	121.50
E-3	72.30	105.00
E-2	63.90	105.00
E-1	60.00	105.00

BEGINNING JANUARY 1, the increase of 6.69 percent in basic pay will produce an overall boost of 5.14 percent in servicemen's "Regular Military Compensation," raising the annual averages to the theoretical levels shown on the above table. RMC is defined in law as the sum of basic pay, the quarters allowance, subsistence allowance and the value of the tax advantage on these two allowances. Other allowances and fringe benefits are not included. RMC calculations, which give an approximate civilian salary equivalent at each military grade, are the basis for converting Civil Service pay increase percentages into military basic pay hikes. On the RMC table, the military service chiefs would be listed at $43,028 and the top enlisted man of each service would be pegged at $19,998.



A + Future For You...

IN SOCIAL WORK

Caring *about* and caring *for* others are the age-old ideals that inspired the formation of the Red Cross in the United States and around the world. The vision of early Red Cross leaders and the skill and dedication of millions of latter-day Red Cross volunteers have turned those ideals into programs of practical service to members of the armed forces and veterans, to victims of disasters, to the sick and injured who need blood, and to many other people with many other needs.

Trained Red Cross volunteers, adults and youth, help to carry out all the services and programs of the organization. In addition, they perform services that support overall chapter activities and serve in many different ways in community agencies and institutions, public and private; in hospitals, nursing homes, and homes for dependent children; in public schools and special schools for the mentally and physically handicapped; and on public playgrounds serving the socially and economically disadvantaged. Increasingly, volunteers are extending Red Cross services and programs into untouched corners of their communities — serving and involving in effective new ways overlooked people of all races and economic conditions. The coordination of the recruitment, training, and placement of all Red Cross volunteers is carried out locally by the chapter Office of Volunteers.

WHERE TO APPLY (Send full information about yourself.)

If you live in Connecticut, Delaware, District of Columbia, Indiana, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, Vermont, Virginia, or West Virginia write to:

Director of Personnel, Eastern Area, American Red Cross, 615 North St. Asaph Street, Alexandria, Virginia.

If you live in Alabama, Florida, Georgia, Louisiana, Mississippi, North Carolina, South Carolina, or Tennessee write to:

Director of Personnel, Southeastern Area, American Red Cross, 1955 Monroe Drive, N.E., Atlanta 9, Georgia.

If you live in Arkansas, Colorado, Illinois, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, New Mexico, North Dakota, Oklahoma, South Dakota, Texas, Wisconsin, or Wyoming write to:

Director of Personnel, Midwestern Area, American Red Cross, 4050 Lindell Boulevard, St. Louis 8, Missouri.

If you live in Arizona, California, Idaho, Montana, Nevada, Oregon, Utah, or Washington write to:

Director of Personnel, Pacific Area, American Red Cross, 1550 Sutter Street. San Francisco 1, California.

SOCIAL SERVICE

By Miss Lexie Harper, Thomas Junior High School

NAME: _____

Period: _____

HAPPINESS IS *HELPING OTHERS*

Follow up of Guest Speaker (Mrs. Ward—Red Cross Rep.)

1. What is the emblem which is used to represent the Red Cross?

   _____

2. What is the purpose of the Red Cross?

   _____
   _____
   _____
   _____
   _____

3. What is a volunteer?

   _____
   _____

4. How can a junior high school student help Red Cross?

   _____

5. Why do people volunteer?

   _____

6. Is the Red Cross organization found outside of the state of Texas also? _____ outside the U.S.A. _____

7. What keeps the Red Cross going and provides them with money and supplies?

   _____

Professional Scout Careers often began with volunteer work.

scouting's advantages

By PETE WITTENBERG
Post Reporter

Poor kids, problem kids—two seconds after Willie Iles started talking they were all his kids.

The 20-year-old Boy Scout pre-professional wove a spell that stirred the hearts of the Fourth Ward audience at Gregory School.

"We're goin' to the moon," he told the Cub Scout recruits in the school auditorium.

"Cover your eyes. Count 10 backward. Ten, nine, eight . . . Now tell me, what do you see? Stars? Anybody see cheese?"

If the response faltered, Iles turned up the volume with a gesture of his hand. A Scout sign was sufficient to lower the decibels.

"When I hold up two fingers like this, be quiet like you're hunting a rabbit or a raccoon, man," he told the boys.

"We're lucky to have Willie," a teacher said softly on the sidelines.

SOME 1,300 boys in Houston apparently feel the same way. That's how many Iles has in his seven-day-a-week program in Houston's ghettoes.

A product of the Third Ward, Iles is one of nine paid pre-professionals working for the Scouts in traditionally non-Scouting areas.

Long considered a white middle-class diversion by minorities and the poor, Scouting has recently been making new inroads.

The Sam Houston Area Council started its pre-professional, or para-professional, program 16 months ago, staffed with college students indigenous to the poverty neighborhoods.

The young men go where the need is greatest. They work both with groups and with individuals. They sell Scouting.

Beginning with nine boys, Iles now has groups in the Second, Fourth and Fifth Wards, in Allen Parkway Village, Clayton Homes, Irvington Courts and Kelly Village.

And do the boys ever recognize him on the street! "Willie, Willie," several youngsters outside the Gregory auditorium murmured in passing as though to a good friend.

"SOME OF you know me from baseball, some of you know me from boxing," Iles told a group of older youths. "Some of you know me from school and some of you know me from just walking around."

His boxing program, sponsored by the Houston Housing Authority at Allen Parkway Village, is one way of channeling aggressive tendencies into the arena of fair play.

His work in the area council's Operation Reach deals with drug abuse. Boys are recruited to go out and talk to other boys about drug problems.

"It's good for kids to talk to other kids," Iles said. "We have rap sessions. The boys set up their own programs."

Maybe one week Iles' boys will discuss parents and family relationships, the next week sex education.

"WE'RE TELLING them the same things their parents have told them, except now it's coming from us," Iles said.

Believing that teenagers are "where it's at" in the community, Iles tries to get to know each one as an individual.

"We definitely get a lot of problem kids," he said. "Some are slow learners, some have family problems, some are on drugs, some are sick. Some just like to fight all the time."

Iles feels that most troubles start at home and spread from there to the school and the street.

"We used to say the family is one of our strongest institutions. Unfortunately that's not true here. I'm trying to make it true again."

Iles has a philosophy: "No boy is bad. If he has somebody to go to, to pattern himself after, he can be anything he wants to be."

Like many of his boys, Iles struggled as a child. He became a Boy Scout in 1962, a member of a troop at the Salvation Army Boys Club.

"That's where I found myself," he said. "We used to have a new Scoutmaster every month. We couldn't get everything we wanted out of Scouting because we lacked leadership. So at 16 I took over the troop."

Becoming a Scoutmaster meant sacrificing his Eagle rank, "but I felt 20 boys were more important than one."

At the same time, Iles went to work for the Boys Club, moving up in four years from receptionist to assistant to the executive.

THE NEW scouting program opened other horizons for Iles. He joined it because he saw it as a more effective way of working with youth.

"I prefer going to people rather than waiting for them to come to me," he said.

Youth work is not just a 40-hour-a-week job for Iles, who attends South Texas Junior College for 15 hours as a sophomore in business management. He also teaches Sunday school at the Salvation Army.

"I have no problem with boys, that's why I got into this," he conceded. "I feel I want to do it. I realize that not everybody is capable of working with kids.

"I haven't been defeated yet."

HOUSTON POST Oct. 16, 1972

The City of Houston
HAS IMMEDIATE OPENINGS FOR THE FOLLOWING POSITONS:

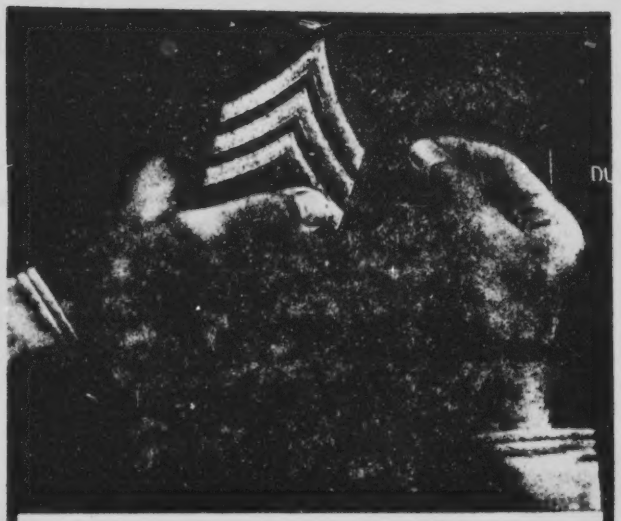
OFFICE SUPERVISOR
Requires supervisory experience with experience on 10 key adder. Stenographic skills preferred.

LEGAL STENOGRAPHER
Requires typing 60 wpm and shorthand at 80 wpm. Legal experience preferred.

STENOGRAPHER
Requires typing 50 wpm with shorthand at 60 wpm.

APPLY 9TH FLOOR
CITY HALL
CIVIL SERVICE DEPT.
Equal Opportunity Employer

JOIN THE
U.S. MARINE CORPS



Army Opportunities Date_____
Dept. 200, Hampton, Va. 23369

I want to get ahead fast. Tell me how I can become a sergeant in 28 weeks.

Name_____ Date of Birth_____

Address_____

City_____ County_____

State_____ Zip_____ Phone_____

Education_____

2SS 2-11-70

"After School" Program Helps 10,000 Children Improve Grades

Houston — A unique teaching technique now being practiced in Houston has improved the school grades of more than 10,000 underachievers in major cities throughout the country.

If your child has the ability, but doesn't complete his work, has trouble reading or concentrating on school work, the once a week, after school or Saturday classes at Learning Development Center can motivate him to become a better, more interested student.

Some partial scholarships are available for those who need and can qualify for financial help. Classes in Houston and Pasadena. For a personal interview to determine whether your child can benefit from this unusually effective program, telephone Learning Development Center, 781-4141.

TECHNICAL INSTRUCTOR

Immediate opening and excellent opportunity for person with desire to teach in a 2 year post secondary air conditioning program. Degree in technology, technical education or engineering and 3 years recent experience in commercial or industrial air conditioning systems are required. Ability to speak Spanish is desirable but not essential.

For confidential consideration please send resumes, transcripts and salary requirements to:

Personnel Office Rio Grande Campus

Texas State Technical Institution
P.O. Box 2628
Harlingen, Texas 78550

An equal opportunity employer

The City of Clute
Is Accepting Applications For The Position Of

CHIEF OF POLICE

Salary commensurate with experience. Applicants should send complete resume with qualifications, education and personal data to J. C. Baker, P.O. Box 997, Clute 77531 or call 265-2541 for appointment.

PREDICTIONS FROM THE FEDERAL GOVERNMENT

The bills that become laws in the state and federal government will determine the job picture for many public service careers. The following stories are examples of money being funded for more public service jobs. Watch the papers for funds that will increase or decrease Public Service.

Bilingual Job Training Could Boost Employment, Cut Welfare Rolls

I have introduced new legislation to establish a Bilingual Job Training program under the Department of Labor.

The bill would authorize $120 million over the next three years in grant assistance from the Labor Department to either the States or directly to public schools or non-profit private organizations to support the establishment and operation of bilingual job training programs.

Just as bilingual education programs are helping to educate the Spanish-speaking in Texas, bilingual job training can be an effective method of assisting other Spanish-speaking people to gain full employment opportunities and to help them escape from welfare rolls.

There has been progress in providing many Mexican-Americans with those skills needed to become productive members of our society. For instance, Operation SER, Jobs for Progress, is a Spanish-speaking organization primarily involved in manpower training efforts. National in scope, Operation SER has had a tremendous impact in many communities across Texas. Other Spanish-speaking service organizations have been very much involved in teaching Spanish-speaking individuals the proper skills in order to achieve economic success and security.

Nevertheless, there is a great need for more direction at the Federal level so that needed employment skills can be taught to a greater number of those who do not speak English as their primary language.

U. S. Senator John Tower
reports to Texas in *Comments*
October, 1972

Justice Department Gives Grant to Harris County Juvenile Department

The Harris County Juvenile Department has received a Justice Department grant which will allow it to continue operation of the New Waverly Juvenile Delinquency Prevention Center.

I believe prevention of juvenile delinquency and rehabilitation of youthful offenders is one of our most pressing national problems. Recent Justice Department figures indicate over 50% of major crimes are committed by juveniles.

In order to deal more effectively with this problem, I have sponsored legislation which will set national standards for combating juvenile delinquency and rehabilitating youthful offenders. This legislation will also increase funding for juvenile crime control programs and bring financial resources for coping with this problem up to adequate levels.

This legislation is important not only in preventing crime, but represents an investment in the youth of our country as well.

PREDICTIONS FOR PUBLIC SERVICES CAREERS
from the State Government Public Administration

This industrial classification includes only those Government establishments with activities that are unique to government. Employment in those agencies that can be identified with some other industrial classification, like Construction, Manufacturing, or Education, is included with that industry group. Public Administration employment expanded by one-third between 1960 and 1968 since the growing population demanded more and more government services. During the 1968 to 1975 period, employment in these uniquely governmental agencies will continue to expand — and at a faster rate than was experienced between 1960 and 1968. Even with this expected gain, as new Federal programs are installed and State and Local services are expanded, Public Administration will require a smaller percentage of total employment in Texas in 1975 than it claimed in 1960. State and Local segments will expand faster than the Federal group, as more and more services are required at the state level and below. The slower rate of expansion in the Federal sector will result from losses in those agencies that are defense-oriented. Greater demand for sanitation, welfare, and protective services will prompt most of the gains. Some 276,800 workers should be employed in administrative Government in 1975.

Public Education and Related Fields

Education, the largest segment in the Services group, expanded by 64 percent between 1960 and 1968. The rate of growth in Education during the first half of the 1970's will be about one-half of that experienced during the 1960-1968 interval. Expansion of the school-age population and the rising proportion of persons remaining in school for additional education will generate most of the anticipated increase. It must be kept in mind that not all of the increase in the Educational sector will be teachers — or even professional personnel. There are many clerical and service personnel connected with educational institutions.

Public Health

Employment in Medical and Health Services increased by three-fourths between 1960 and 1968. And, although smaller in employment to start, Medical and Health Services will show a greater percentage increase in employemnt than Education between 1968 and 1975. Factors affecting job growth during the two periods are: expanding population — including an increasing proportion of very young and very old people who need medical care — and expanding medical services resulting from new medical techniques and drugs. Expanding insurance programs that provide additional services to an ever growing number of people and a growing number of community health-care facilities will stimulate employment. Greater expenditures for medical research will boost employment — particularly of professional and technical workers.

Public Utilities

Public Utilities employment should expand by 13 percent during the first half of the decade, with the largest gain coming in Gas Utilities. An expected increase in the generation of electric power will not bring a corresponding employment gain. Most of the gain anticipated in Gas Utilities will be the result of an expected rise in consumption of gas in newly-developed suburban areas.

Texas Employment Outlook to 1975 by Texam Employment Commission, July, 1971.

STUDY TOURS

Public Offices

County Clerk
Mr. William Dalton
301 San Jacinto
Houston, Texas 77002
228-8311 (office) and 686-0225 (home)

Description: Films and a tour showing work in office of the County Clerk. Contact Mr. Dalton for arrangements

COUNTY COMMISSIONERS
Mr. Squatty Lyons
Family Law Center (San Jacinto and Congress)
668-6770

Arrange tour in advance for 10 A.M. on Monday or Thursday; teacher and students will be introduced

Rehabilitation

LIGHTHOUSE FOR THE BLIND OF HOUSTON
Miss Bernice Stavinoh
3530 West Dallas
Houston, Texas 77019
529-4781

Description: Rehabilitation and a production workshop for severely disabled who cannot be employed in industry.
Specifications: Welcome tourists, students, U.S. and foreign groups; Minimum 5; Maximum 50; need one week advance notice: tours narrated; special discussions available on request; prefer touring 9-11 a.m. or 2-4 p.m. Tuesdays and Thursdays.
Tour classification: By arrangement only.

Education
Universities — Institutes — Libraries

UNIVERSITY OF HOUSTON
Walter Williams
Director, University Relations
3801 Cullen Blvd.
Houston, Texas 77004
748-6600, ext. 245

Description: Institution of higher learning, offering undergraduate and graduate programs.
Specifications: Welcome student, U.S. and foreign groups; no minimum; no maximum; need 2 weeks' advance notice; tours narrated on request; special discussions available on request; prefer touring 9-11 a.m. and 2-4 p.m. Tour classification: By arrangement only.

UNIVERSITY OF ST. THOMAS
3812 Montrose Blvd.
Contact: Admissions Office, Registrar or News Bureau
Houston, Texas 77006
522-7911

Description: Independent, private university, liberal arts, centrally located, residential area.
Specifications: Welcome tourists, students U.S. and foreign groups; translating service in Spanish and French.
Tour classification: By arrangement only.

HOUSTON PUBLIC LIBRARY
Office of the Director
500 McKinney
Houston, Texas 77002
224-5441

Discription: Central building of Public Library System.
Specifications: Welcome tourists; Welcome student, U.S. and foreign groups; no minimum; Maximum 25 per group but as many as 4 groups can be accommodated; need 2 days advance notice; tours narrated by group's guide; subject specialist available for discussions or lectures with one week advance notice; translating service available in Spanish, Czech, Korean and Philippine dialect; prefer touring 9:30-12 noon and 2-5:30 p.m. Mon.-Sat.
Tour classification: By arrangement only

Military Installations

UNITED STATES AIR FORCE
Galveston Road at Choate
Contact: John M. Maher, Office of Information
2578th Air Base Group
Ellington AFB
Houston, Texas 77030
487-1400, ext. 2700, 2712

Description: Operation of an official Air Force Base. The training of pilots in C-130A type aircraft and F-102 fighter interceptors.
Specifications: Welcome students, U.S. and foreign groups; Minimum 10; Maximum 30; need 14 days' advance notice; tours narrated; special discussions available on request; prefer touring 10 a.m. to 3 p.m.
Tour classification: By arrangement only.

RESOURCES SPEAKERS

Col. Theodore S. Lewis . . . . . 481-1400, ext. 2578
Air Force, Ellington Field
(He will speak, provide free printed materials, loan films and arrange tours)

Mr. Ralph S. Ellifrit 526-1781
City Planning. Lockwood, Andrews, and Newman, 3211 W. Dallas

Mr. Frank H. Newman, Jr. 526-1781
Civil Engineer. Lockwood, Andrews, and Newman, 3211 W. Dallas

Judge John V. Singleton, Jr. 226-5492
U.S. District Judge — Federal Building
Speaker — also will arrange for individual teachers to visit court

Col. (Ret.) Richard Keyes 681-1761
Civil Government, law enforcement, Texas Department of Public Safety
(Speaker on "U.S. Army as a Career")

Captain Dale Everett 222-4643
Fire Department

Mr. Riemenschneider 222-3011
(Pronounced Raymond Snyder)
Police Department

Police Community Relations 222-4964

Capt. John M. Le Vrier 222-3151
Police Department

Mr. Squatty Lyons 686-6770
County Commissioner
Family Law Center at San Jacinto and Congress — 7th floor
(arrange tour for 10 on Monday or Thursday)
Teacher and students will be introduced to commissioners

Mr. John McClelland 631-4835
Post Office Superintendent
(will arrange for postman to speak)

The Honorable Jim Wallace 682-7796
State Senator
4421 Rosslyn, Houston, Texas 77018

Mr. Larry McKaskle 222-3011
City Councilman
4402 Deer Lodge, Houston, Texas 77018

Mr. M. R. Hunter 226-5218
Post Office Training Assistant

Mr. Jim Parsons 228-9211
Houston Lighting and Power Company

Dean Ned. Hogan 522-7911
University of St. Thomas
Houston, Texas

Mr. William H. Dalton . . . . . .(Office)—228-8311
(Home)—686-0225

Deputy County Clerk
301 San Jacinto
Houston, Texas 77002

Dr. Thomas B. Metcalf . . . . . .(Office)—748-6600 Ext. 1641
(Home)729-0858

Associate Professor; U. Of Houston
Reserve Officer, Ellington Air Base
5511 West Bellfort
Houston, Texas 77035

MEDIA

FILM	*NUMBER*	*TIME*
Continuous Progress Learning (Role of teaching)	M-5007	22 min.
The Role of the President McGraw—Hill	5407	11 min.
The Rubber Stamp (Government Work) McGraw—Hill	5408	9 min.
Youth Builds A Nation in Tanzania Encyclopedia Briticanna Educational Corp.	M-5243	18 min.
Houston City Government, Pt. 2 (Four members of the Houston City Council discuss with students the problems and responsibilities of each councilman in his own area)	L-4379	31 min.
Houston City Government *The Police Department* Requirements and training of a Police Officer	L-4380	30 min.
Changing the Law: Role of Lawmakers	M-4538	23 min.
Charlie and the Golden Hamster A teaching situation in a non-graded elementary school	M-4557	13 min.
George Washington: The Courage That Made A Nation Decisive role of public service	L-4671	35 min.
Operation Teenage Four Texas inmates tell high school students about prison	L-4411	30 min.
Screen News Digest, Vol. 13 issue 2: *Focus on the United Nations, The First Twenty-five year* The birth and history of United Nations through its first 25 years	M-4728	17 min.
At the Center Career of a librarian in a school media center	L-5164	29 min.
Why We Have Laws: Shiver, Gobble, and Snore Animated story on basic concept of laws	4953	10 min.
The World Would Be in Chaos *Career in Criminal Justice* Miller Production, Inc.	(in O. O. Office)	(Med. length film)

E=Excellent
G=Good

PRINTED MATERIALS BIBLIOGRAPHY

By Mrs. Mary Belt Fondren Junior High School

Evaluation	*Pamphlet*	*Source*
E	"Immigration Patrol Inspector"	Texas View
G	"The Challenge of Meteorology"	Am. Meteorological Society 45 Beacon St. Boston, Mass. 02108
E	"Careers for Women in Law Enforcement"	Int. Asso. of Women Police 6655 N. Avondale Ave. Chicago, Ill. 60631
E.	"Requirements for a Police Career"	
G	"Peace Corps in Kenya"	Peace Corps, Division of Selection Washington, D.C. 20525
G	"Secondary School Teacher"	Nat'l. Center for Information on Careers in Education
G	"Elementary School Teacher"	(same as above)
G	"To teach or not to teach — that is the question"	(same as above)
E	"Jobs in Social Work"	SRA Job Family Series Booklet
E	"Jobs in Education"	SRA Job Family Series Booklet
E	"Careers Briefs"	Desk-top Career Kit
G	"Should you make a career in the Armed Forces"	
E	"The Eight Week Challenge"	
G	"What you can do in Today's Army"	
E	"Teacher Aide: A Career in Education"	Nat'l Center for Info. on Ed. Careers 1607 New Hampshire Ave/N.W. Washington, D. C. 20009

E	"You can work in the Education Services"	Betty W. Dietz The John Day Co. New York
E	"Customs Inspector"	Texas View
E	"What it's like to be an FBI Agent"	U.S. Dept. of Justice FBI Washington, D. C. 20535

Books available in the Library

Career Diplomat	Willard L. Beaulac Macmillan, 1964
Behind the Silver Shield	J. J. Floherty Lippincott, 1957
Your Future in Law Enforcement	A. Z. Gammage R. Rosen, 1961
Your Career in Civil Service	R. A. Liston Messner, 1966
Soldiers and What They Do	Arthur Symons F. Watts, 1958

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Make your own visual aids. See films on careers. Check magazines and newspapers.
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SECTION K

HEALTH CAREERS

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES OF

Section K: Health Careers

I. Behavioral Objectives

A. Seventy percent of students will read about new health schools which are open to many levels of ability and a variety of interests.

B. Fifty percent of students will observe and take notes on research being done in health laboratories.

C. Eighty percent of students will collect pictures and articles of people involved in the prevention and treatment of health problems.

D. Ninety percent of the students will record the predicted needs for health services careers by 1980.

II. Instructional Procedure

A. On bulletin boards and in career corner, display as many of the following as possible:

Allied Health Manpower Development
H.I.S.D.'s High School for Health Professions at Baylor School of Medicine at Houston
Texas University School of Medicine at Houston
School of Optometry, University of Houston
Dental Science Institute, University of Texas
School of Nursing, Baptist Memorial Hospital
Lists of scholarships — Texas Hospital Association
Job Opportunity Pamphlets — State Employment Commission

B. Make arrangements for health speakers and/or study tours. Plan tentative dates several months in advance. Set firm dates at least two weeks in advance.

C. Distribute and discuss "Student Activities." Consider individual abilities and interests in making assignments.

STUDENT ACTIVITIES

Each student will complete two or more of the following:

1. Collect newspaper and magazine articles about present work and future plans in health careers. Paste the articles in a scrap book.
2. Interview a person employed in the health field. Tape or write the interview.
3. Build a model of the body or a part of the head. Some plastic kits are available at stores. Read about the functions of your model and share your knowledge with the class.
4. Write two or more pages on the purpose of the new health school in the Houston area.
5. List the foods needed for a healthy body.
6. Take notes on the guest speaker.
7. Take pictures of work being done at a health center. Use your pictures in presenting a story about health careers.
8. Visit a medical laboratory. Write three or more paragraphs on work being done there.
9. List general exercises needed for a healthy body.
10. Divide a day into hours needed for work, for play, and for sleep in order to keep a healthy body.
11. Make a poster for health careers.
12. Write a skit on health careers and read the skit to the class.
13. Find a play about a health leader whom you admire. Produce the play.
14. Collect want ads about health career opportunities and paste them in your scrap book.
15. Make an electronic device used in health services. Demonstrate this project to the class.
16. Volunteer to assist with hospital work. Report on time and be faithful in following directions. Share your experiences with the class.
17. Assist a relative or a neighbor who is ill.

18. Demonstrate first aid for a victim of an automobile accident. Plan and rehearse your demonstration.

19. List ten or more jobs in the health field.

20. Write your plans for an entry in the Greater Houston Science Fair.

21. Draw pictures of instruments used in the health field. Put the name and purpose under each instrument.

22. Write the qualifications for five jobs in the health field.

23. Visit an optometrist. Ask him about opportunities in his field. Write one or two pages about your findings.

24. Call a veterinarian. Ask him for qualifications in his field. Report to the class.

25. List the diseases that medicine can now prevent. List diseases where more research is needed.

III. Performance Goals

A. Participating in volunteer projects that assist with health problems

B. Reading and writing about health careers

C. Visiting health schools, laboratories, or offices

IV. Evaluation

A. Students' oral and written communication

B. Choice of study tours

C. Materials researched

D. Persons interviewed

E. Completion of the wheel according to the ability of the student

F. Test (in appendix)

Flexible Lesson Plans

First Day — Introduction

Films
Health fields in career corner
Distribution of "Student Activities"
Discussion and assignment

Second Day — Community Involvement

Guest speaker or tour study (in appendix)

Third Day — Research

Collection of pamphlets
Newspapers and magazines
Books
Other library materials

Fourth Day — Student Activities

Each student will present materials, projects, or reviews of the health activities assigned the first day.

APPENDIX

1. Interdependence Chart
2. H.E.W. Chart
3. Stories, Data, Activities*
4. Want Ads
5. Predictions
6. Resources
   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials
7. Summation Wheel

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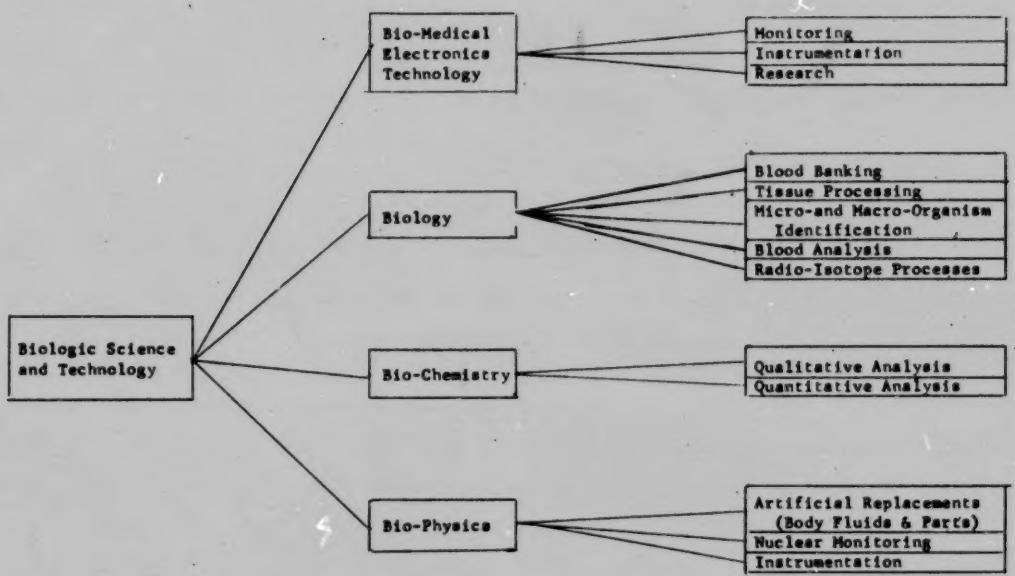
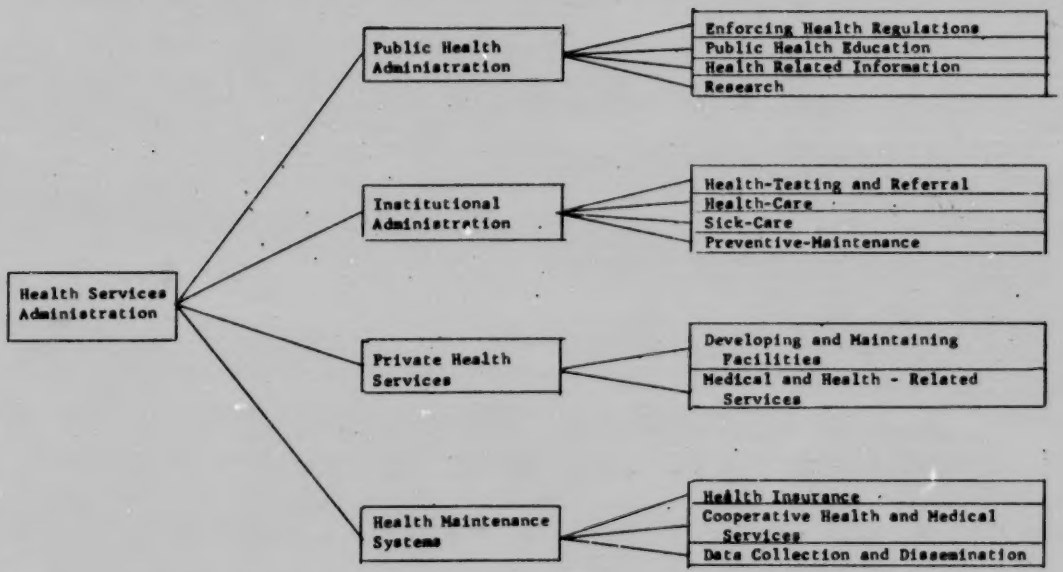
*This may vary with specific subjects in the different careers

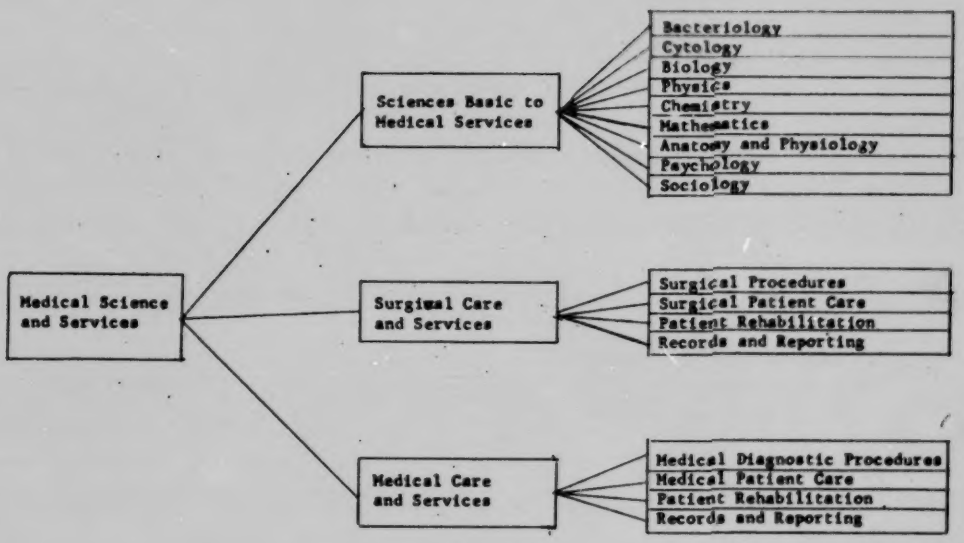
HEALTH — Interdependence — Examples of a Few People and Places

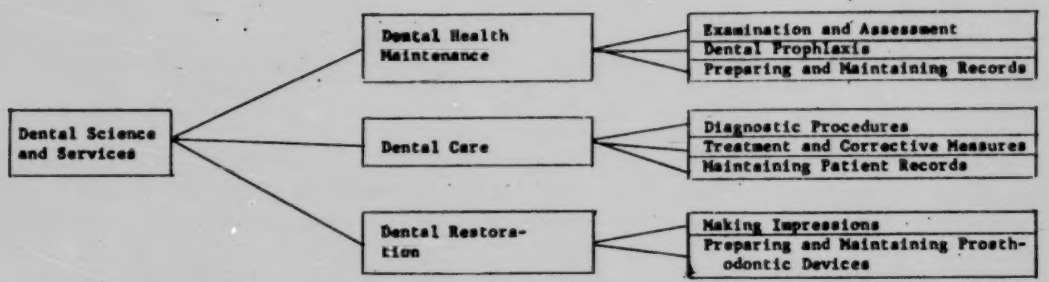
Needs	Careers	Places of Employment
Education Why? Health for all	Doctors Nurses Teachers Ministers Electronic technologists Pharmacists Physical therapists Microbiologists Technical writers Biologists Psychologists Chemists Research dietitian Medical librarians Medical secretaries Medical social workers Dentists Public health nurses Veterinarians Laboratory technicians Optometrists Ward clerks Rehabilitation counsellors Osteopaths Psychiatrists Speech therapists Hospital administrators Housekeeping workers Orderlies Purchasing agents	High school for health professions Colleges Universities Medical schools Medical libraries Veterinarians' clinics Government health offices Hospitals Medical offices Doctors' offices Dentists' offices Osteopaths offices Rehabilitation centers Speech and Hearing clinics Optometrists' offices Laboratories Drug stores Public health clinics
Research Why? New solutions		
Prevention Why? Spread of disease		
Treatment Why? Relief of suffering		

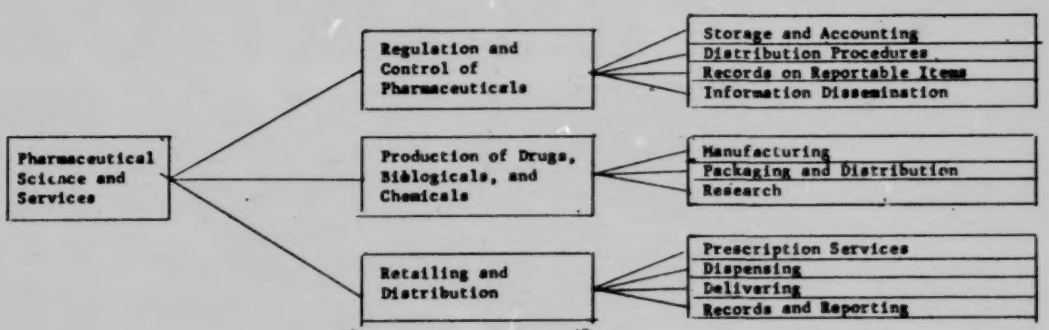
JOB CLUSTERS






Medical Science and Services
Sciences Basic to Medical Services
Bacteriology
Cytology
Biology
Physics
Chemistry
Mathematics
Anatomy and Physiology
Psychology
Sociology
Surgical Care and Services
Surgical Procedures
Surgical Patient Care
Patient Rehabilitation
Records and Reporting
Medical Care and Services
Medical Diagnostic Procedures
Medical Patient Care
Patient Rehabilitation
Records and Reporting


Dental Science and Services
Dental Health Maintenance
Examination and Assessment
Dental Prophlaxis
Preparing and Maintaining Records
Dental Care
Diagnostic Procedures
Treatment and Corrective Measures
Maintaining Patient Records
Dental Restoration
Making Impressions
Preparing and Maintaining Prosthodontic Devices


Pharmaceutical Science and Services
Regulation and Control of Pharmaceuticals
Storage and Accounting
Distribution Procedures
Records on Reportable Items
Information Dissemination
Production of Drugs, Biologicals, and Chemicals
Manufacturing
Packaging and Distribution
Research
Retailing and Distribution
Prescription Services
Dispensing
Delivering
Records and Reporting

CENTER FOR ALLIED HEALTH
Manpower Development

(Information supplied by Baylor College of Medicine — Texas Medical Center, 1200 Moursund, Houston, Texas 77025.)

Baylor College of Medicine began in Dallas, Texas, in 1900, but the leaders decided to become a part of Baylor University in 1903. Soon after the new Texas Medical Center was organized, Baylor Medical School moved to Houston. That was in 1943.

In 1969 Baylor College of Medicine separated from Baylor University and became a private school. A self-perpetuating Board of Trustees governed the school. The President of Baylor College of Medicine is Dr. Michael E. DeBakey, a famous heart surgeon.

In 1970, the Board of Trustees decided on a Ten-Point Program for the 70's. One goal was to set up a center for Allied Health Manpower Development. The center to carry out this work was opened in September, 1971.

The purpose of the Allied Health Center is to improve education and increase the number of well-trained people in health careers. The method of carrying out this goal is a plan which provides research, curriculum coordination, and service all tied together. The work is being led by Baylor College of Medicine, but seven affiliated teaching hospitals are assisting in this program. As needs are known and communication improves, more patients may be spared of suffering.

CENTER FOR ALLIED HEALTH MANPOWER DEVELOPMENT

Baylor College of Medicine
Texas Medical Center

Programs

Presently the Center is responsible for serving the following allied health programs:

Physicians Assistant

This program is designed to educate the physician's assistant-generalist to carry out many traditional physician functions under the supervision of a licensed doctor of medicine in private practices, clinics, and hospitals.

Training

The professional curriculum of the Physician's Assistant Program is twenty-four months in duration and has been developed to provide all students with a broad understanding of the medical sciences and their application to a clinical discipline. Classes begin in September.

Prerequisites for Admission

Selection is based on an applicant's academic record, health related experience, and aptitude scores. Specifically, applicants must have at least two years of experience in a health field which involves direct patient contact. Preference is given to students who also have two or more years of transferable college credit.

Ophthalmic Assistant

Under the supervision of an ophthalmologist, graduates are proficient in taking eye histories, determining glass prescriptions, testing visual acuity, performing various tests of sensory motor status, testing color vision, tonometry, tonography, and visual field testing.

Training

The curriculum is a seven-week basic science course conducted in the Department of Ophthalmology plus a one-year preceptorship in a sponsoring ophthalmologist's office. Classes begin in July.

Prerequisites

A high school diploma is required for acceptance into this school; however, two years of college are preferred.

Nurse Anesthesia

The nurse anesthetist is a highly trained specialist who works with anesthesiologists and surgeons to administer anesthetic agents to surgical and obstetric patients.

Training

With modern advances in anesthesia, a two-year program is required for completion of this program. Classes begin in January.

Prerequisites

Registered nurses who have graduated from an approved school of nursing and who are currently licensed are eligible.

Radiologic Technology

Technologists assist radiologists and other physicians in both diagnostic and therapeutic uses of x-ray. The registered Radiologic Technologist adjusts the x-ray equipment to the correct setting for each examination, positions the patient, determines the proper voltage and current, and exposure time for each radiograph. Keeping equipment in top working order, processing films, and maintaining records are other responsibilities of the Radiologic Technologist.

Training

The Radiologic Technology course is 24 months in length. An Associate of Science degree is awarded by the Houston Community College after successful completion of clinical experiences coordinated by the Center through two Baylor College of Medicine affiliated hospitals.

Prerequisites

A high school diploma or its equivalent is the minimum requirement for acceptance into the School.

Cytotechnology

The Cytotechnologist is trained in those laboratory techniques which are concerned with detecting changes in body cells. Discovering such changes is particularly important in making early diagnosis of cancer possible.

Cytologic examinations, such as the Papanicolaou ("Pap") smear test, can unmask cancer in its early stages, thus greatly increasing the chances of eliminating it through prompt, effective treatment. Cytotechnologists screen slides of castoff body cells from all areas of the body in search of abnormalities that are warning signs of cancer and other pathologic processes.

Training

The curriculum prescribed by the AMA's Council on Medical Education consists of six-months of didactic instruction and six-months of full-time laboratory experience. This program is conducted by the Harris County Hospital District.

Prerequisites

Two years of college credit from an accredited institution with a strong background in the sciences are required.

Medical Technology

Medical technologists carry out a wide range of laboratory tests and procedures as the top-level member of the pathologist's clinical laboratory staff. Because of his thorough scientific training and education, the medical technologist knows not only how to perform a test, but the theory behind it. For example, they examine the blood chemically to determine the cholesterol level and microscopically to detect the possible presence of leukemia. They culture bacteria to identify disease-causing composition of urine to reveal diabetes and that of spinal fluid to detect polio and other diseases.

Training

The Center cooperates with two Baylor College of Medicine affiliated hospital-based Schools of Medical Technology—The Methodist Hospital and the Harris County Hospital District. Both programs are similar in that they have a 52-week curriculum and are affiliated with several colleges who grant a baccalaureate degree upon successful completion of the clinical experience.

Prerequisites

Ninety semester hours of college credit from an approved institution are required and must include the following:

1. Sixteen semester hours of Chemistry (one full academic year of general chemistry including laboratory, preferably one semester of Quantitative Analysis and the balance as Biochemistry or Organic Chemistry)
2. Sixteen semester hours of Biological Science (one semester of basic Bacteriology, and the remainder may be General Biology, Zoology, Botany, Physiology, Comparative Anatomy, Bacteriology, Parasitology, Genetics, or Histology)
3. One semester of Mathematics is required and a college course in Physics strongly recommended.

Graduate Programs In Allied Health and Teacher Education

Under a grant from the W.K. Kellogg Foundation, the Center, the University of Houston, and Texas A&M University have developed graduate-degree programs for allied health professionals who are interested in becoming faculty members or administrators in community college or university-based Schools of Allied Health Professions.

The program offers both the masters and doctoral degree from either the University of Houston or Texas A&M University. For both degree programs the two institutions will offer a core of professional higher education courses. One-third to one-half of an individual's degree program may be spent in a basic science or clinical area related to his field of preparation. There are also provisions for a teaching internship in a related program in the Texas Medical Center.

The masters program will emphasize the following teacher competencies: applied learning theory, curriculum development, teaching strategies, measurement and evaluation, and instructional technology. The doctoral program will replicate the masters degree program in greater depth and emphasize the leadership aspects of implementing quality instructional programs.

Training

This program is designed for both part-time and full-time students. Classes begin in the fall, spring and summer semesters.

Prerequisites

Students must have earned a degree and have experience in an allied health field such as nursing, physical therapy, occupational therapy, medical technology, pharmacy, dietetics, etc. The University of Houston and Texas A&M University require a satisfactory score on the Graduate Record Examination. All applicants to these institutions must have earned a minimum grade point average of 3.0 (A=4.0) on the last 60 hours of undergraduate work and all graduate work.

TODAY'S VETERINARIAN

Today's veterinarian is found in one of almost 30 special interest fields among these classifications:

General practice, specializing in either large or small animals or both

Research in government, in industry, or at a university

Teaching at a university

Public Health at the local, state, or federal level

Regulatory affairs at the local, state, or federal level

Laboratory animal medicine

Zoo animal medicine

Military service, in the field, in regulatory affairs, or in public health

At the beginning of 1970, the American Veterinary Medical Association had 20,110 members.

Of the 741 women who are listed by the Women's Veterinary Medical Association, about two-thirds are actively engaged in one of the above classifications.

Colleges of Veterinary Medicine are located at the following institutions:

Auburn University
Auburn, Alabama 36830
University of California
Davis, California 95616
Colorado State University
Fort Collins, Colorado 80621
University of Georgia
Athens, Georgia 30601
University of Illinois
Urbana, Illinois 61801
Iowa State University
Ames, Iowa 50010
Kansas State University
Manhattan, Kansas 66502
Michigan State University
East Lansing, Michigan 48823
University of Minnesota
St. Paul, Minnesota 55101
University of Missouri
Columbia, Missouri 65202
Cornell University
Ithaca, New York 14850
Ohio State University
Columbus, Ohio 43210
Oklahoma State University
Stillwater, Oklahoma 74074
University of Guelph
Guelph, Ontario, Canada
University of Pennsylvania
Philadelphia, Pennsylvania 19104
L'Ecole de Medicine Veterinaire
St. Hyacinthe, Quebec, Canada
Purdue University
Lafayette, Indiana 47907
University of Saskatchewan
Saskatoon, Saskatchewan, Canada
Texas A&M University
College Station, Texas 77843
Tuskegee Institute
Tuskegee Institute, Alabama 36088
Washington State University
Pullman, Washington 99163

For more information write to the American Veterinary Medical Association, 600 South Michigan Ave., Chicago, Illinois 60605.

HERMANN HOSPITAL

SCHOOL OF VOCATIONAL NURSING

GENERAL INFORMATION:

The School of Vocational Nursing is sponsored by Hermann Hospital which is located in the Texas Medical Center. Hermann Hospital is fully accredited by the Joint Commission on Accreditation of Hospitals. In addition, the Hospital has programs approved by the American Medical Association for Medical Technology, Radiologic Technology as well as internships and residencies. The Hospital is a member of the American Hospital Association and licensed by the State of Texas.

The School is accredited by the Texas State Board of Vocational Nurse Examiners and is approved by the National Association for Practical Nurse Education and Service, Inc.

The primary objective of the School of Vocational Nursing is to develop students through selective educational programs and clinical experience to participate fully, upon completion, as members of the health team giving comprehensive patient care.

Graduates of the program have a varied choice of career opportunities.

REQUIREMENTS FOR APPLICANTS:

- Good physical and emotional health.
- Age: Minimum age 18.
- U.S. citizen or declaration of intent.
- High school graduate or satisfactory completion of the G.E.D. after completion of at least 10 grades.
- Good moral character.
- Pre-test.
- Personal interview.

SCHOOL HOURS:

- Five days a week.
- 7:00 a.m.–3:30 p.m.

EXPENSES:

Tuition for the year is $150.00.

- $50.00 is paid on admission day.
- $25.00 is refundable if the student withdraws during the first eight weeks of school.
- Beginning with the ninth week, tuition is due at $10.00 per month.
- The full amount may be paid on the day of admission.

Books, uniforms and miscellaneous expenses are the responsibility of the student. Allow approximately $350.00 for expenses for the year, including tuition.

Limited loans and scholarships are available after acceptance to the program.

Fees and expenses are subject to change.

LIVING ACCOMMODATIONS:

The School does not provide for dormitory accommodations.

If the student desires accommodations in the Texas Medical Center, write or call:

- March Culmore Hall (Female)
  1120 M. D. Anderson Boulevard
  Houston, Texas 77025
  Telephone: 529-1605
- Texas Women's University Residence Hall (Female)
  1130 M. D. Anderson Boulevard
  Houston, Texas 77025
  Telephone: 526-0008 or 523-4557
- Laurence H. Favrot Hall (Co-Ed)
  6540 Bellows Lane
  Houston, Texas 77025
  Telephone: 528-0911

Apartments are located in the general vicinity of the Medical Center.

For further information about classes that begin in January or September, write: Hermann Hospital School of Vocational Nursing, 1203 Ross Sterling Avenue, Houston, Texas 77025, or call: area code 713, 527-4081 or 527-4080.

TODAY'S OPTOMETRIST IS STATE-LICENSED

. . . to ensure that he is educated and trained to effectively care for America's vision needs.

need for more doctors of optometry

One of the primary elements necessary for expansion and improvement of vision care delivery services to every American is an increase in optometric manpower to meet the growing demand for young optometrists who are highly trained in every aspect of optometric vision care.

Nine major metropolitan areas are served by optometric centers—more such centers and optometrists to staff them are needed.

Optometrists serve in the Commissioned Corps of the U. S. Public Health Service—many more are needed to serve in this capacity.

Today 18,000 optometrists are in practice, with the median ratio of optometrists to population at one optometrist for every 9,850 people—this ratio must be improved.

Many more optometrists are needed to conduct vision research; to teach in the schools and colleges of optometry; to care for vision in private and group practices; to serve on the staffs of optometric centers and neighborhood health centers; to provide optometric services in the U. S. Public Health Services and the U. S. Armed Forces.

Optometric studies indicate that a ratio of one optometrist for every 7,000 people is reasonable for the average in the United States. Today, only four states meet such criteria.

To meet a 1:7,000 ratio, U. S. Bureau of Census population projections for 1980 show that 14,202 more optometrists must be in practice by that date. With an annual attrition rate of three percent, another 6,159 optometrists will be needed to replace those who have died or retired. Thus a total of 20,361 more optometrists will be needed by 1980.

To meet this manpower need, the profession is seeking and encouraging young men and women to enter the profession of optometry. Particular emphasis is being placed on the recruitment of members of minority groups and also women.

To meet the pressing demand for more optometrists, the profession of optometry has been working on national, state and local levels to establish additional university-affiliated colleges of optometry. In 1969, the University of Alabama's School of Optometry accepted its first students, bringing the total to twelve schools and colleges of optometry throughout the United States.

In 1970, New York Governor Nelson Rockefeller signed a bill creating the State College of Optometry to help train the 1,848 new optometrist who need to be practicing in the state by 1980.

DEFINITIONS OF SOME CAREERS IN HEALTH SERVICES

By Mrs. Lexie H. Brewster
Thomas Junior High School

1. Physician — Diagnoses diseases and treats people who are ill or are in poor health.
2. Osteopath — Diagnoses, prescribes remedies, and treats diseases of the human body.
3. Dentist — Looks for and fills cavities in the teeth, straightens teeth, and treats gum diseases.
4. Dental Hygienist — Works under supervision of a dentist: cleans teath; assists the dentist in his work.
5. Registered Nurse — Carries out the medical treatment plan prescribed by physicians.
6. Licensed Vocational Nurse — Provides nursing care which requires technical knowledge but not the professional training of a registered nurse.
7. Optometrist — Helps people improve and protect their vision.
8. Pharmacist — Dispenses drugs and medicines and provides information on their use to protect people's health.
9. Podiatrist — Diagnoses and treats diseases of the feet.
10. Chiropractor — Treats patients by manual manipulation of parts of the body. (A system of healing which doesn't require use of drugs.)
11. Occupational Therapist — Plans and directs educational, vocational, and recreational activities to help mentally and physically disabled patients become self-sufficient.
12. Physical Therapist — Helps people with muscle, nerve joint, and bone diseases or injuries to overcome their disabilities.
13. Speech Pathologist — Concerned mainly with speech and language disorders and hearing problems.
14. Medical Technologist — Conducts tests related to the examination and treatment of patients.
15. Medical Librarian — Keeps medical records and information on patients.
16. Veterinarian — Studies and controls diseases in animals.
17. Sanitarian — Specialist in environmental health.
18. Dietitian — Plans nutritious and appetizing meals to help people maintain or recover good health.

Pioneers With Eyes Toward Health

The Forward Times,
Nov. 4, 1972

By Corine Cox

"I wasn't in the initial planning or forming of the high school, but I know that after a survey had been made of students interest in the medical field a high school for Health Profession was formed," states acting principal Perry E. Weston.

After a long period of planning and work by Baylor College of Medicine and HISD officials, the nation's High School for Health Profession was finally culminated and classes began with an enrollment of 45 sophomores October 2.

THE FIRST CLASS WAS chosen from over 150 applications received by the school district. To qualify for the program, a student had to be entering the tenth grade, be academically able (C average or better) and have indicated a strong interest in the health field.

The first year curriculum for the tenth grade student includes mathematics, biology, English language arts and medical Spanish.

"A LOT OF CONCEPTS ONE had in mind while in regular school on courses one should take to enter the medical profession were untrue," stated Alice Patten, 15, of Reagan Senior High School. "I've learned since being here at Baylor that Spanish is the foreign language to take instead of Latin."

"Yes, because those persons who come for medical attention are mostly those of Spanish descent," interrupted Rip Long, 16, of Waltrip Sr. High.

RIP FEELS THIS PROGRAM IS a great trend setter set up procedure for other schools in the nation to follow.

"I hope we don't set a bad example, being the first students to participate in the program," he commented. "If we do good here then others have an opportunity to come here and participate. If we do bad we will possibly hinder the program and possibly cancel it. I just hope this doesn't happen."

Upon being chosen to come to the school to be one of the students, Rip had in mind to becoming a doctor. "My great grandfather was a doctor and I think I owe something to the world."

ANOTHER STUDENT GUELLERMINA Mendoza, 15, of Lincoln says, "Whoever thought of this data thought of a great thing. Going to school out here gives one new experiences. I have now found out in this short period of time that the medical field is what I want'.

Mendoza wants to become a nurse.

ALICE HAD MORE TO SAY concerning the school. "It really gives one the insight on whether he or she really wants to become a medical doctor. And this is where you find out whether you want to put forth that extra effort," she concludes.

Edwin Graves, 15, a student of Yates Sr. High, a very quiet sort of person, states "I am mostly proud that I was chosen to participate in this program. You are more or less on your own here."

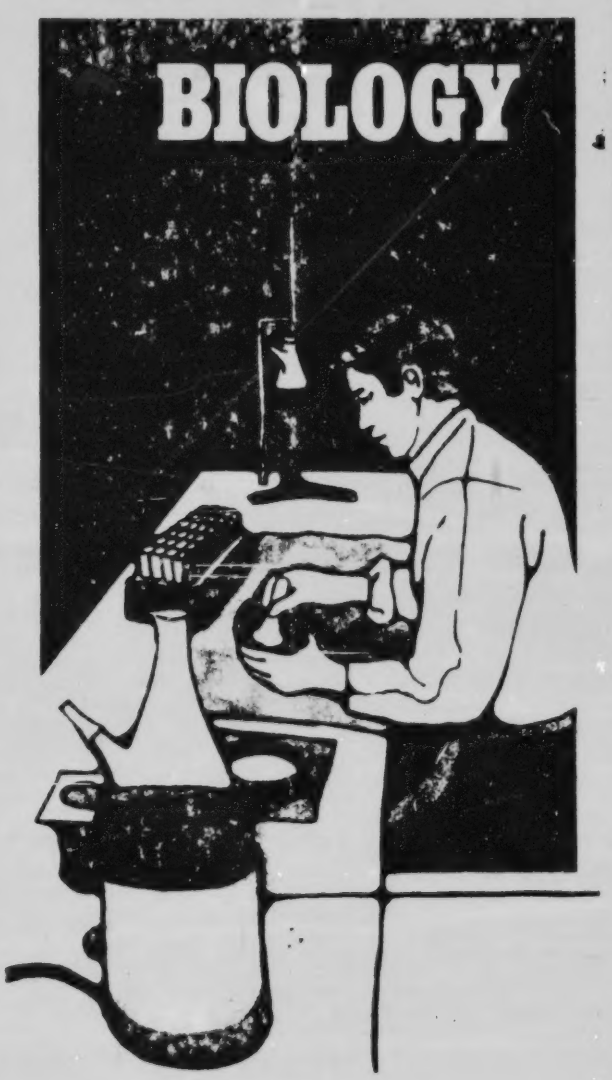
Edwin wants to become a physician.

DR. MATTHEW NOALL, ASSOCIATE professor of biochemistry and coordinator of biological sciences for Baylor's allied health centers, directs the health curriculum for the high school. He agrees that there is a shortage of doctors and an additional 52,000 persons in some 63 health care occupations are needed. This program allows a student to go as far as his interests and abilities in the health field will take him.

Acting Principal Weston ended by saying: "What better way for a youngster to become familiar with his interests in the medical profession than working around it's surroundings."

Classes are conducted daily with the 45 students in the Baylor College of Medicine where if they want to listen to various lectures that are conducted they can.

BIOLOGY



and your career

JUST WHAT IS BIOLOGY ALL ABOUT?

Biological sciences are the study of life and of living things . . . the way they grow and change. They are concerned with plants, animals, and microbes.

WHO USES BIOLOGY?

The biological scientist may study plants (botany), microscopic organisms (microbiology), early life stages (embryology), or heredity (genetics).

Workers in the professional health occupations often deal with some aspects of the biological functions of the human body. Doctors, nurses, medical technologists, physical therapists, dietitians, and optometrists must have a solid foundation in the biological sciences to carry out their work.

Many persons in conservation occupations spend much of their time in work requiring a direct knowledge of some of the biological sciences—particularly botany. Foresters, range managers, and soil conservationists use this knowledge to protect and improve existing plant life, rangeland, and soil.

Teachers of the biological sciences in secondary schools and colleges, of course, must have a thorough grounding in the field.

Many others will certainly find a background in biological sciences useful, although course work in this field may not be required:

psychologists who study the behavior of individuals and groups,

technical writers who write about biological sciences,

any scientist, even if his primary interest is in physics or chemistry,

and *the citizen* who is interested in new developments in scientific exploration and in such pressing problems as air and water pollution.

U.S. DEPARTMENT OF LABOR
Bureau of Labor Statistics
1972

THE JOB

If you become a licensed practical nurse you will

- take and record temperatures
- give medicines
- change bandages
- bathe patients
- help with personal hygiene

You also may

- help doctors and registered nurses examine patients
- assist in delivery, care, and feeding of babies
- get patients ready for examination or treatment
- keep patients' records

Licensed practical nurses work under the direction of doctors and registered nurses.

Three out of five LPN's work in hospitals. Others work in

- nursing homes
- doctors' offices
- public health agencies
- welfare and religious organizations
- sanitariums
- clinics
- patients' homes

Most licensed practical nurses are women.

TO QUALIFY

You must pass a State-approved licensing examination, after completing a training program.

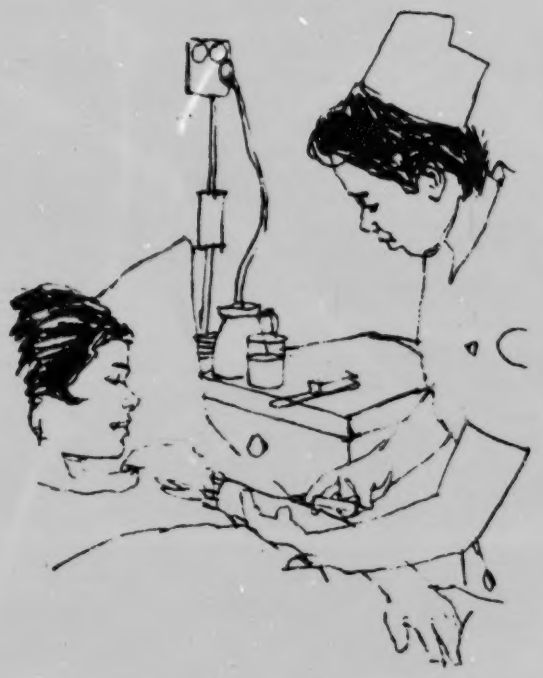
You must have good health.

Most State-approved programs in licensed practical nursing are given in vocational and adult education programs in public schools. Others are given by

- junior colleges
- private schools
- hospitals

They are often 1-year courses.

Check with the local office of your State employment service to see if the government sponsors a training program in your community.



You should be

- calm during emergencies
- patient
- responsible

ABOUT TRAINING

To enroll in a State-approved training program for licensed practical nurses, you usually must

- be at least 17 (or in some States 18) years old
- complete at least two years of high school
- pass a physical examination

THE PAY

In hospitals, average weekly starting salaries are about $100. In private homes, pay ranges from about $15 to $30 for 8 hours. Earnings vary with the part of the country.

WORKING CONDITIONS AND BENEFITS

Practical nurses usually work 40 hours a week, and often on weekends and holidays.

Many employers provide

- paid holidays
- paid vacations
- health insurance

U. S. Dept. of Labor, 1972

A NURSE AID . . . . . .

Serves food trays; feeds some patients
Bathes & dresses patients
Takes & records temperatures
Takes patients to & from treatment rooms

Texas Employment Commission
Houston, Texas

A NURSE AID MUST

- Get a Health Certificate
- Pass a physical examination

$$$ THE PAY $$$

From: $1.60 per hour
To: $1.75 per hour

THE HOURS

- Usually 40 hours a week
- May be night shift
- May be holidays & weekends

Extras You MAY Get

- Paid Holidays
- Paid Vacations
- Sick Leave
- Health Insurance
- Retirement Plan
- Some Meals

A NURSE AID SHOULD

- Be at least 18 years old
- Be very kind & understanding
- Enjoy helping sick people
- Be neat & clean
- Not be overweight
- Be able to do some lifting
- Work carefully even when rushed
- Be able to be on her feet 8 hours a day

THE JOB

Medical laboratory workers include: medical laboratory assistants, medical laboratory technicians, and medical technologists.

Medical laboratory assistants do simple, routine laboratory work.

If you become a medical laboratory assistant, you may

- prepare slides for study under the microscope
- collect blood samples and make blood counts
- clean and sterilize laboratory equipment

You may also be expected to

- identify blood groups
- keep blood-bank records
- store and label plasma

In addition, you may

- prepare patients for tests
- operate and take care of testing equipment

Medical laboratory technicians are required to have more skill than medical laboratory assistants, but not the specialized knowledge of medical laboratory technologists.

Medical technologists perform complicated laboratory tests under the direction of specialized doctors.

If you become a medical technologist, you will

- make chemical tests of blood and examine the blood with a microscope
- prepare samples of body fluids to find out if they contain bacteria
- analyze body tissues

Some technologists

- do research on new drugs
- teach, or do supervisory work

Most of these workers are women.

Most laboratory workers are employed in hospitals. Others work in independent laboratories, physicians' offices, clinics, government agencies, public health agencies, drug companies, and research institutions.

TO QUALIFY

You should like biology and chemistry.

And you should be

- able to work under pressure
- accurate
- dependable
- able to recognize color differences

In some States, medical *technologists* and *technicians* must be licensed.

ABOUT TRAINING

Medical laboratory *assistants* usually must be high school graduates.

Medical laboratory *technicians* generally have one or more years of training beyond high school, obtained in

- vocational or technical school
- junior college
- 4-year college, or
- Armed Forces school

Medical *technologists* must have a minimum of 3 years of college, including chemistry, biology, and mathematics, plus a 1-year specialized training program in medical technology (usually taken at a hospital, by arrangement with the college). After completing the hospital training, the technologist receives a bachelor's degree.

They usually get their training on the job. Training also may be given by

- hospitals and
- vocational schools and junior colleges

U.S. DEPARTMENT OF LABOR
Bureau of Labor Statistics/Manpower Administration
1972

AN ORDERLY

Bathes and
dresses patients

Serves food and
may feed patients

Answers call bells

AN ORDERLY MUST
Get a Health Certificate

$$$ THE PAY $$$
From: $320.00 per month
To: $335.00 per month

ALSO
Moves patients
and
Sets up equipment

AN ORDERLY SHOULD

Be very neat and clean
Be very patient with sick people
Have good hearing and vision
Have full use of both arms and legs
Be in good health and not overweight

Extras You MAY Get

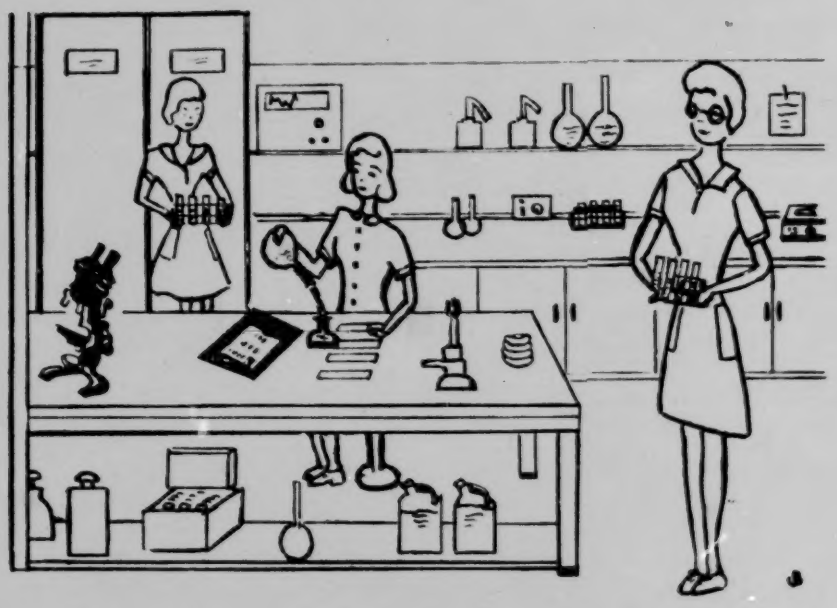
- Sick leave
- Health insurance
- Pension plan
- Some meals
- Paid vacations
- Paid holidays
- Uniforms and laundry

THE HOURS

- Usually 40 hours a week
- May work night shift
- May work holidays and weekends

TEXAS EMPLOYMENT COMMISSION
HOUSTON, TEXAS

Medical Laboratory Assistant



The Pay

From: $390.00 per month
To: $525.00 per month

The Hours

. Usually 40 hours per week

. Occasional Saturday work

Some of the Things a Medical Laboratory Assistant May Do ...

LABELS BLOOD SPECIMENS, STAINS SLIDES AND SMEARS

PREPARES "MEDIA" (FLUID OR SOLIDS IN WHICH SPECIMENS ARE PLACED)

Crisis Denied

ADA Strongly Opposes Dental Aide Program

BY HARRY NELSON

©1972, Los Angeles Times-Washington Post News Service

San Francisco—The dental profession has taken a stand against paraprofessionals being trained to perform certain dental procedures now done only by dentists.

Winding up its annual meeting here, the American Dental Assn. said that development of any category of dental assistants other than those now existing will not be acceptable.

The organization was emphatic in declaring that if dental assistants are some day trained to do things such as filling or extracting teeth, they must work under the direct supervision of a dentist.

Basic Procedures

In the last several years, some dental schools have begun research programs to test the feasibility of training auxiliaries to do some of the basic dental procedures such as fillings and extractions.

Dr. Carl A. Laughlin, ADA's president for the last year, said he is opposed even to pilot programs.

Laughlin said he fears the auxiliary would not receive enough basic science to be able to handle complications which might arise while extracting a tooth, for example.

He said in his opinion there is no national health crisis. He said there is not so much a shortage of dentists as there is a maldistribution.

Proponents of the programs see such program as being one way to solve the health manpower shortage which many authorities believe exists.

Pointing to the large number of unmet dental needs which already exist, proponents say it will be impossible for America's 85,000 dentists to cope with the demand if Congress passes a national health insurance program that covers dentistry.

Pilot Programs

Schools which currently have pilot training programs are the University of Kentucky, the Forsyth Clinic in Boston, Howard University in Washington, D.C., the University of Iowa and the University of Pennsylvania.

The University of Kentucky is in the midst of a tug-of-war with the state dental society which is trying to get the state board of dental examiners to get an injunction forbidding the university to teach dental hygienists expanded functions.

The university has put up a stiff battle, claiming that the dental society is attempting to restrict academic freedom.

Sometimes organizations do not agree with plans for new jobs. Can you find other articles that explain the voice of organized workers? The organization may be professional, labor, civic, or government.

Used Only in Children

New Treatment Here for Cancer Termed Success

BY MOSELLE BOLAND
Chronicle Medical Writer

A Palo Alto, Cal., cancer specialist says a radical new treatment developed in Houston for a usually fatal cancer inside the nose and mouth of children achieves a high degree of success.

Nine of 11 children who received the experimental treatment are doing well two to five years later, says Dr. Jordan R. Wilbur, chief of the cancer unit at Children's Hospital, Stanford University. The other two children died.

Of the nine survivors, five have lived 3½ years or more following treatment. Two of the five are well five years after they were treated, he says.

The standard techniques of surgery and radiation generally failed, he says. Most children died within two years because the tumor blocked a vital function or because it spread to another part of the body.

The 11 children were treated with the new method at the University of Texas M. D. Anderson Hospital while Wilbur was chief of pediatrics there.

All of them had inoperable tumors which extended from the throat to the top of the nose. In some cases the tumors extended into the children's ears, Wilbur says.

Doctors used radiation and three potent anticancer drugs simultaneously. The children who survive are free of cancer and lead normal lives, he says.

"The treatment is very dangerous, and these children need intense care in a hospital for two or three months," he says. They also need two or three months more to regain normal health, and must take one of the anticancer drugs for two years.

No other technique, however, has produced such effective results, Wilbur says. They are particularly impressive because in most cases, the cancer already had spread to surrounding bones and lymph glands, he says.

Use of drugs and radiation controls the tumor and the stray cancer cells in the body which migrate to another spot, such as the lungs, Wilbur says.

A major advantage of the treatment is that mutilating surgery is not necessary, he says. The radiation produces some changes in appearance but none which bar the children from leading normal lives.

There is much work to be done in the health research careers. Find more atricles on problems that need solutions.

HOUSTON CHRONICLE Saturday, September 16, 1972

With Robot Hands and X-Ray Television

Remote Control Surgery Procedure Explored

BY LYLE W. PRICE
Associated Press

Pasadena, Cal. — A scientist thinks surgeons could perform operations by remote control—guiding a robot hand holding surgical tools while watching the operations with X rays on a television monitor.

Stressing repeatedly that the procedure is specualtive on his part, engineer-physicist Ned S. Rasor said Friday, "It can be done from both a medical- and a manipulative-technology standpoint."

Funding and apparent lack of research interest are all that's holding the development back, the scientist said.

Rasor, who heads a professional consulting team in Kettering, Ohio, said he was speculating on the subject at the request of directors of the First National Conference on Remotely Manned Systems.

Such operations, Rasor theorizes, could enable the world's finest surgeons to direct an operation on distant patients on "ships at sea, aircraft and even spacecraft."

Or the technique could let a surgeon perform delicate internal operations by making very slight incisions to enter the body and then directing the robot hand with its set of surgical tools.

Instead of cutting open the chest for open heart surgery, the doctor could ease the robot hand and its fingertip surgical tools through a narrow slit in the patient's throat.

The robot hand could be as dexterous as a surgeon's and could be fully equipped with instruments but still be small. It could be mounted on the end of a long, thin rod instead of a doctor's arm.

The surgeon would be able to see both the hand and the inside of the body on an X-ray screen. Using the TV, the surgeon would move his hands as if they were inside the patient's body, and the synchronized robot hand would do the mechanics.

Pointing out the advantages of the small incision, Rasor said: "When you make a large wound, the risk of infection is much greater. Furthermore, you've cut through, and thus injured, muscles. Also the large cutting takes more time and general anesthesia.

"For older people, that can be the difference between life and death," he adds. "The after effects of general anesthesia is one of the reasons for hospitalization after operations, to recover from it."

List the technical jobs that might be needed in assisting the physician with robot surgery.

WHERE THE JOBS ARE
Animal Lab Technicians, Zoo Workers, Veterinarians

When Roy Helmer was little, he saw a movie on TV that he'll never forget. It was about a man who worked to get laws passed against cruelty to animals. "I decided then that I wanted to help animals when I grew up," Roy said.

Sharon Davenport had a pet lizard when she was very young. Her brother bothered it so much that it got sick. Sharon was able to nurse it back to health. Since then, she has had many pets — snakes, dogs, hamsters, fish.

"I guess I began to love animals when the lizard got sick. Later, I learned about veterinarians — or animal doctors. That's when I decided to be one."

Sharon and Roy took a special course at Crenshaw High School in Los Angeles. It is called animal laboratory technology. It teaches students how to feed animals, breed them, and take care of their babies. Students also learn about animal diseases and how to treat them. And they do this by working with rabbits, mice, hamsters, and rats.

Dino Turner told us what makes the course special. "We each have certain animals to take care of. You have to take it seriously. If you goof off in other classes, you might get a bad grade. But if you goof off in this class, your animal might die."

Another student, Renee Randolph, said. "We work hard. We have to scrub cages and water bottles. Food must be measured carefully on scales. When some of the mice got sores, we had to put medicine on them every day. At home, I hate to wash dishes and clean. But here I like it. It keeps my animals healthy."

Renee feels that animals have different personalities. "Some of the rats are gentle. Others might scratch you. It sounds crazy, but you have to talk to animals. They're like babies. If you talk to them, they feel closer to you."

Dino said the guys in the class don't think of the animals as babies. "We're men. We can't be mothers to them. But that doesn't mean we treat them roughly. Animals really need people. If an animal is sick, another animal can't help him. They need us."

Write the jobs Renee does in her class.

Has Other Uses, Too

Synthetic Material Developed to Coat Artificial Body Joints

BY MOSELLE BOLAND

Chronicle Medical Writer

A new synthetic material tailored for use in the human body promises to be a boon to persons who must have artificial joints, says the Houston scientist developer.

Called Proplast, the new material already has been used to stablize artificial hip joints in 10 persons, says Dr. Charles A. Homsy, director of the Prosthesis Research Laboratory at Methodist Hospital. He also is a research assistant professor at Baylor College of Medicine.

The material coats the shaft of the artificial joint. Since the material is porous, tissue grows through the coating and the joint thus is held firmly in place, Homsy says.

"It gives the body a chance to regrow," he says. Animal experiments indicate that in time 80 percent of the coating is living tissue, he says.

The research originally was aimed at producing a substance to coat artificial joints, but as the material was developed it became obvious it had other uses, he says.

For example, Proplast is under study in animals as a possible replacement for knee cartilage, and to fill in missing flesh or bone on the face, he says.

It already has been used in humans for:

- Coating of artificial joints of the jaws of three patients whose joints no longer functioned. The patients could not open their mouths.
- Coating the ends of artificial tendons in the hands of three patients.
- Replacement of the bone under the gums for several patients so they can wear dentures.

Oral surgeons, led by Dr. Edward Hinds, chairman of the oral surgery department at the University of Texas Dental Branch, also are studying Proplast as a possible means of anchoring artificial teeth.

The material is a combination of Teflon and a carbon substance, and produces no reaction when implanted in the body, Homsy says.

Homsy, formerly a research engineer in industry, founded the Methodist laboratory in 1966, with the cooperation of Dr. Joe W. King, head of Baylor's division of orthopedic surgery.

He began working on a coating material suited for human use at that time.

The new material, he says, can be made in block form for the carving necessary to fashion bone replacement under the gums or to fill in facial defects.

He predicts even more uses will be found for the maaterial as it becomes widely known. It ultimately may be suitable as a coating for artificial hearts, or, in sheet form, to repair hernias where not enough tissue remains to close the gap, he says.

New health knowledge creates new jobs. List new jobs that will result from the stories on this page.

The Houston Chronicle, August 13, 1972

Illinois Brides Must Take Measles Test

Waukegan, Ill. (UPI)—Brides-to-be must take a test for German measles after Oct. 1 in Illinois.

Gov. Richard B. Ogilvie has signed into law a measure requiring the test before wedding licenses are issued to prospective brides.

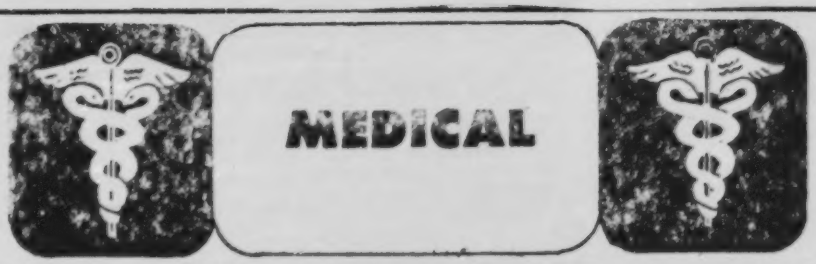
If a woman is found susceptible to the disease—also known as rubella—the state can urge her to be immunized but it can't call off her wedding.

If, however, a bride can't produce a physician's affidavit showing she underwent the test for German measles, the county clerk will refuse to give her a wedding license.

Illinois school children have long been immunized against German measles, said Ogilvie at the bill-signing ceremony, but "this provides an important tool for reaching women of child-bearing age."

The legislation, sponsored by Rep. John Conolly, R-Waukegan, does not apply to women whose religious beliefs prevent such tests.

Name the job titles that might be needed in the work described here.



606 Medical Help MALE OR FEMALE 606 Medical Help MALE OR FEMALE 606 Medical Help MALE OR FEMALE 606 Medical Help MALE OR FEMALE 606 Medical Help MALE OR FEMALE

MEDICAL

NURSING AND MEDICAL PERSONNEL NEEDED

United Biologic Corporation is opening a Plasma Collection Center in Houston. If you qualify, there are many interesting positions available in the following areas:

RN's

Texas license required. Working knowledge of plasmapheresis desired.

CORRMEN or LVN's

Thorough knowledge of paramedical procedures. Armed Forces school or training an asset.

MEDICAL RECEPTIONIST and PLASMA TECHNICIAN

Some hospital experience preferred. Knowledge of plasma extraction techniques a plus

JANITORS

Previous maintenance experience desirable.

We offer:

- Competitive salary
- Excellent benefits including dental coverage
- Paid vacation
- Permanent positions
- Days only, no weekend or night work.

If you feel you can qualify for any of the above positions, we want to talk with you!

For an interview call: (713) 225-6771
Mon. through Fri. 8:30 a.m. to 3:30 p.m.

UNITED BIOLOGICS CORPORATION
706 Crawford Houston, Texas 77002
An equal opportunity employer M/F

Nursing Positions Now Available at M.D. Anderson Hospital & Tumor Institute & also the Annex & Rehabilitation Center

STAFF NURSE

Must be licensed in the State of Texas. Salary based on education and experience. Excellent employee benefits include 3 weeks paid vacation. Positions will provide nursing care with emphasis on rehabilitation and patient teaching. Hours, rotation evening or night.

LICENSED VOCATIONAL NURSES

Will assist in providing nursing care. Must have graduated from an approved school. Hours, rotation evening or night.

For further information
CALL MRS. SCHLOTTMANN
THE UNIVERSITY OF TEXAS AT HOUSTON M.D. ANDERSON HOSPITAL AND TUMOR INSTITUTE
6723 BERTNER AVENUE 526-4831
TEXAS MEDICAL CENTER
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FOR MORE DETAILS PLEASE CALL COLLECT
(816) 753-4604
Mr. Thomas J. Cherry Employment Manager
TRINITY LUTHERAN HOSPITAL
31st & Wyandotte
Kansas City, Mo. 64108
We Are An Equal Opportunity Employer

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HAS POSITIONS AVAILABLE FOR:

REGISTERED NURSES—
On the day shift in Labor & Delivery and the Nursery.

HEAD NURSE—
With ICU & Pulmonary disease experience. Days 7 to 3.

LVN's—
3 to 11 & 11 to 7 in Pst Partum, TCN, Nursery, Newborn Nursery & Labor & Delivery.

SURGICAL TECHNICIAN—
3 to 11 in Labor & Delivery.

EEG TECHNICIAN—
7 to 3, Monday through Friday.

Apply Personnel Office
1801 Allen Parkway 224-1199, ext. 521
An equal opportunity employer

INDUSTRIAL NURSE

Opening on the 7 A.M.-3:30 P.M. shift at the WKM Valve Foundry in Richmond for an RN. Applicants with previous industrial nursing experience will be given preference. Eye cases and 3rd degree burns constitute large portion of daily activities. Some clerical work required.

Apply at the WKM Foundry, 126 Collins Rd., Richmond, Texas or phone 342-5511 for an appointment.

An Equal Opportunity Employer

Technology Alert! YOU HAVE A BIG FUTURE AT ST. JOSEPH HOSPITAL

Openings Are Available For

- ★ Electron Microscope Technicians
- ★ EEG Technician or Trainee
- ★ Medical Technologist, ASCP
- ★ X-Ray Technologist, ARRT

Loaded with employee benefits
Hospital paid health insurance
Hospital paid retirement plan
Paid Holidays
Paid vacation and excellent advancement opportunities.

Call or write personnel dept.

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1919 LaBranch Houston 77002
225-3131 Ext. 385
Equal Opportunity For All Qualified Applicants

RESEARCH TECH $660: Degree in Chem or biol. Tissue cultures and emunological studies. Some work with animals.

ASCP $690 Hematology

ADMITTING $375 days $395 evenings

EEG TECH $375

DENTAL RECEPTION: $480 exp. please. Some lab work. Nice area.

SCRUB TECH: $485 . . . . . 3-11 PM

PATIENT ESCORT to $375. Spanish helpful. 12 to 8 p.m.

DENTAL HYGENIST: Thurs. & Fri.

RN: 3-11. A rewarding spot in rehabilitation.

LVN 11 a.m.-7 p.m. Teach birth control.

MED SECRETARY $475. Dictaphone and med terms for this major department.

MEDI-CALL
PERSONNEL SERVICE
4631 S.W. FRWY. 622-4831

The Houston Chronicle,
Nov. 5, 1972

Registered Nurses

For Coronary Care unit. (a Daytime training course will begin Monday, Nov. 13, to prepare you for position in Coronary Care work). Rotating shift or 3 to 11-11 to 7 available. If you have Coronary Care experience or an interest in this field of nursing—

Please apply at Personel Office of

BEN TAUB GENERAL HOSPITAL

Medical Center 529-3211 ext. 246

An equal opportunity employer

Charge LVN's

3 to 11 — In Spinal Cord Center

Good Salary and Benefits

Call 526-4281, Ext. 260

TEXAS INSTITUTE FOR REHABILITATION & RESEARCH

Equal opportunity employer

Emergency room
7-3 RN SUPERVISOR
3-11 RN WITH
L & D experience

Top salary & benefits. Call 644-2241, Ext. 58, Mrs. Mitchell.

DR.'S ASSISTANT trainee. Hillcroft-Bellaire area. $350 to start. Excellent chance for advancement. Write, giving name, age, past working experience, to Chronicle, Box 1238, Houston.

MEDICAL TECHNOLOGIST. ASCP. Medical clinic southwest area. Excellent fringe benefits. No Saturday work. Send resume of qualifications to Chronicle Box 1399.

PHARMACIST

$11,440 +. Recent grad with clinical experience. Excellent future. Above average benefits. King Employment Service, Mr. Seifried, 572-826-3206.

BLOOD COLLECTORS, needed immediately.
Apply St Joseph Hospital, 225-3131 Ext 503. EOE

ADMITTING CLERK
St. Luke's Episcopal & Texas Children's Hospital. EOE

DENTAL ASSISTANT: Assist Dr. with patients, experienced only. Mature. No Saturdays. 227-8131 Mrs. Johnson.

RN, 7-3, with OR experience. Assist Supervisor and take call. Apply Director of Nurses, Doctors Hospital, 5815 Airline, 695-4041.

LICENSE Physical Therapist & License Physical Therapist Assistant. Salary above average, excellent fringe benefits, 427-8721.

ADMITTING CLERK
Saturdays & Sundays only.
Must be experienced.
DOCTORS HOSPITAL
5815 AIRLINE 695-4041

VACANCY FOR MEDICAL TECHNOLOGIST, beginning salary $9053, and for PHYSICAL THERAPIST, beginning salary $8153 to $9053 depending on qualifications. Excellent retirement, health and leave benefits. Write or call Chief, Personnel Division, VA Center, Temple, Texas 76501. An equal employment Opportunity Employer. AC 817 778-4811.

"CERTIFIED or eligible Respiratory Therapy Technician for newly opened department in teaching hospital at Lake Charles Charity Hospital. Salary range $460-$660. State Civil Service with excellent benefits. Call John H. Fletcher, ARIT, Lake Charles, Louisiana 477-3350 (area code 318, extension No. 66, between 1 p.m. and 4 p.m. Monday Through Friday or write, sending resume "EQUAL OPPORTUNITY-AFFIRMATIVE ACTION EMPLOYEE

MEDICAL TRAINEE, $390, HSG, no experience necessary. Allied Personnel Services, 928-3261.

IMMEDIATE Opening, Radio isotope technician. Salary commensurate with experience. 782-9515 Ext. 234.

WANTED: Chief Technologist ASCP— modern, well-equipped internal medicine clinic. Hours 8 to 5, 5 day week, no call. Salary open. Wasco Diagnostic Clinic, 2723 Columbus Ave., Waco, Texas, 817 753-1501 Attention Dr. Reddy.

LVN, 3 to 11 shift. Small nursing home. Medications. Mrs. Veal.
224-5344 3510 SHERMAN

WANTED
MEDICAL
PHOTOGRAPHER

University affiliated Medical Center needs a photographer. Prefer someone with background in Medical Photography.

Top salary + profit sharing and pension plan. Hospital, life and disability Insurance. Paid vacations. 5 day week (Sat. hours).

SEND FULL RESUME TO P.O. BOX 36872
HOUSTON 77036

REGISTERED NURSES

All shifts.

LVNs - Nurses Aides

Experience required.

Evening and night assignments.

Apply Personnel Department

ST. LUKE'S EPISCOPAL &
TEXAS CHILDREN'S HOSPITAL
TEXAS MEDICAL CENTER

an equal opportunity employer

Pasadena Bayshore Hospital

Has Immediate Openings on Medical, Surgical floor

FOR STAFF RN'S
7 to 3 shift

944-6666 EXT. 227

An equal opportunity employer

EXPERIENCED
INHALATION THERAPY TECHNICIAN

2:45 pm to 11:15 pm shift. Company benefits. Call Mrs. Higgins, 332-2511.
CLEAR LAKE HOSPITAL
WEBSTER, TEXAS

Inhalation Therapy Tech. 3-11

Orderly 11-7
For hospital in S.E. Harris Co.
MEDI-CALL
PERSONNEL SERVICE
4635 S.W. FRWY. 622-4831

NURSES NEEDED
R.N.'s & L.V.N.'s

Full time or part time, salary negotiable. Free lodging, if single. Meals free plus other fringe benefits. Contact Administrator, or Director of Nurses, Wefft Box 209, Giddings, Texas 78942. Phone 713 542 3141.

DR. ASST. $450

Some exp. or recent grad.
Alexander Personnel Consultants
1 Chelsea Place 527-0191

LVN
Charge Nurse
11 to 7
GOLDEN AGE MANOR
Bellfort 644-2101

L.V.N. 3 TO 11 SHIFT
11 TO 7
AUTUMN HILLS NURSING HOME
EXCELLENT SALARY & BENEFITS. MR. SMITH 697-2891 or MRS. BEAMAN 447-1373 AFTER 5.

RN'S 11-7, ICU, CCU
RN'S 7-3
OPERATING ROOM

Scrub, circulate, take call. Salary negotiable, fringe benefits. **Heights Hospital, Ashland at 20th, 861-6161.**

LVN'S
3 TO 11 AND 7 TO 3
448-7821

IMMEDIATE OPENINGS: Nurse's Aides & LVNs. Full time. Own transportation. 1341 Blalock. 468-7821.

RN SUPERVISOR, 3-11 shift. Christian Home for Aged. 3601 N. MacGregor, 526-2311, Mrs. Davis.

LAB MANAGER
HERMANN HOSPITAL

LVN 3-11, PART-TIME

EXCELLENT OPPORTUNITY
Four Seasons Nursing Center
697-4771, EXT. 2

EQUAL Opportunity Employer is now taking applications for a Dietician to administer a nutrition program. Special requirements: Must be bi-lingual (Spanish-English). Salary $650 month. Apply in person at 105 Goldbeck, or write Community Council of Southwest Texas, Inc., P.O. Drawer 1709, Uvalde, Texas, 78801. Office hours: 8:00 a.m. - 5:00 p.m. Monday - Friday.

LVN part time, relieve 2 nights per week, 11 to 7. Blalock Spring Branch. 8955 Long Point. 464-7625.

RN's — LVN's: Benefits. Room 758 Memorial Baptist Hospital Memorial Professional Bldg. 1100 Louisiana.

REGISTERED NURSES
California Calls
Immediate Openings

Supervisor (3-11), 2 years ICU-CCU experience. Degree preferred.
Assistant Director, operating room (6 rooms plus cysto). Management experience required.
Staff positions, operating room and specialty areas.
EXPANDING 410 bed acute general hospital, 20 minutes from San Francisco. Call collect Miss Shea (415) 697-4061 or write PENINSULA HOSPITAL AND MEDICAL CENTER, 1783 El Camino, Burlingame, Calif. 94010.

LVN 3-11
Full time. 667-3354

Histologist

ASCP registered with experience. Desiring position with expanding facility. If degreed ASCP, will negotiate salary. King Employment Service, Mr. Seifried, 572-826-3206.

LAB TECHANICIAN

New lab, medical center. Group of doctors. Experience necessary. Excellent salary and fringe benefits. Job available November 15th. Call 741-2412. Ask for Mr. Mc Neil.

Bilingual Nutritionist

Salary negotiable. ES or MS with experience in nutrition that will permit applicant to serve as a consultant and coordinator. King Employment Service, Mr. Seifried, 572-826-3206.

2 CLA'S NEEDED

(1) Experience in hematology.
(1) Experience in virus Titrations.
METABOLIC INC. 328-2931

IMMEDIATE OPENINGS
FOR
RN'S
FOR CCU AND ICU
3 P.M. TO 11 P.M.

Good salary plus liberal company paid benefits.
Call Collect 713—523-1711, Ext. 733
An Equal Opportunity Employer

LAB TECHNICIAN: Part time weekends only for small S.W. hospital. Call personnel Dept. 774-7611. An equal opportunity employer.

"MEDICAL RECORD LIBRARIAN, RRL OR ART. Attractive 211 bed hospital, 1 year old, situated in the heart of entertainment capitol. Salary open. Contract Jack T. Kindig, Administrator, Desert Springs Hospital, 2075 East Flamingo Road, Las Vegas, Nevada. 702 — 739-7400."

RN CCu experience, 3 to 11 shift for small SW hospital. Call personnel dept. 774-7611. An equal opportunity employer.

MEDICAL SECRETARY
With ability to compose letters. Sat. hours. Salary open. 529-9672.

SERVING the medical & dental profession. MEDI-CALL PERSONNEL SERVICE 4635 S. W. Frwy. 622-4831.

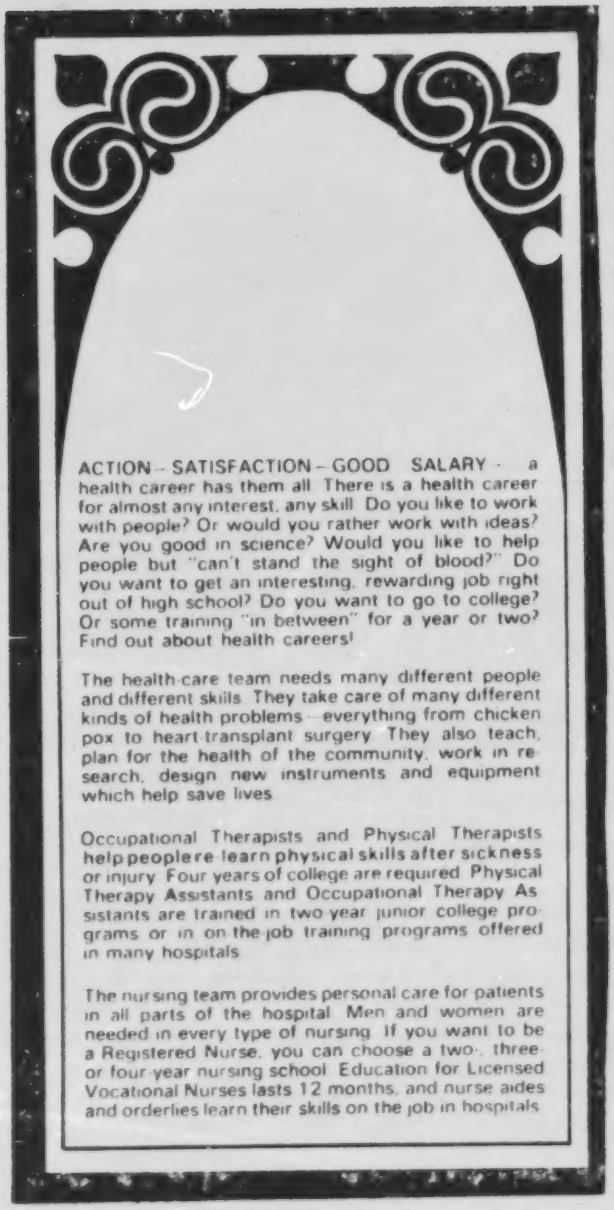
NURSE ANESTHETIST
M. D. ANDERSON HOSPITAL
526-4821

RN—11 TO 7
EXCELLENT SALARY
448-7821

RN, INTERNIST, Southwest area, 40 hr. week, no Saturday or Sunday work. Salary commensurate with ability. Excellent fringe benefits including lunch, parking, insurance & etc. Send resume of qualifications & salary requirements to Chronicle, Box 1391.

EQUAL Opportunity Employer is now taking applications for a Registered Nurse to work in the four county area (Uvalde, Zavala, Real & Kinney). Home base will be Uvalde. Special requirement: Must be bi-lingual (Spanish-English). Salary $700 month. Apply in person at 105 Goldbeck, or write Community Council of Southwest Texas, Inc., Drawer 1709, Uvalde, Texas, 78801. Job Opening Immediately. Office hours: 8:00 a.m. - 5 p.m. Monday - Friday.

PREDICTIONS

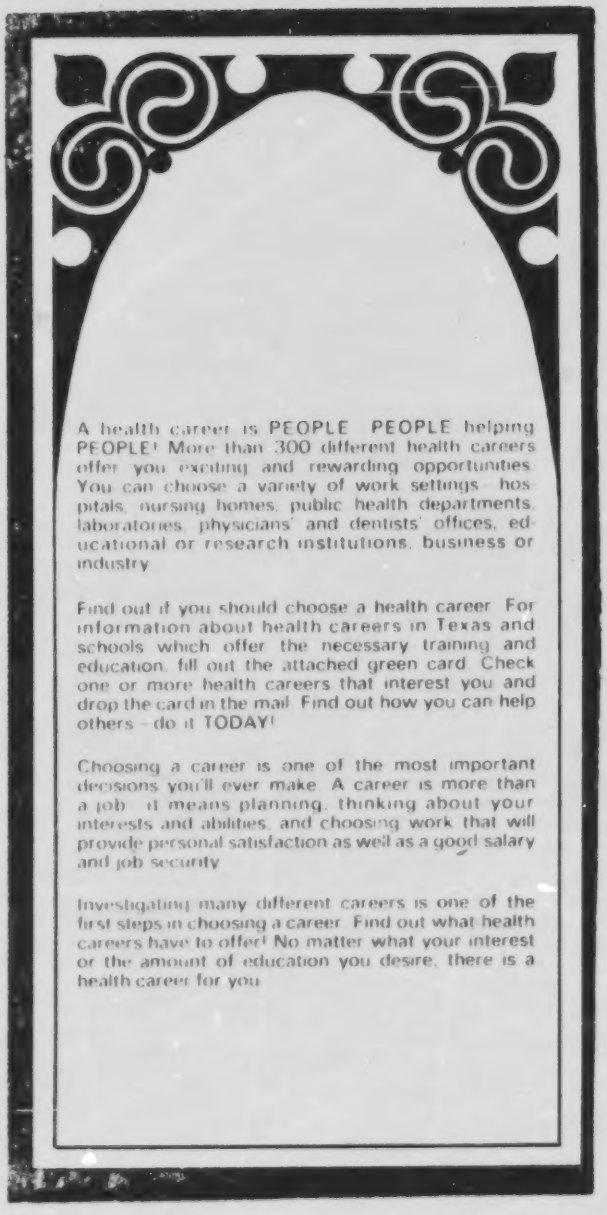


ACTION – SATISFACTION – GOOD SALARY – a health career has them all. There is a health career for almost any interest, any skill. Do you like to work with people? Or would you rather work with ideas? Are you good in science? Would you like to help people but "can't stand the sight of blood?" Do you want to get an interesting, rewarding job right out of high school? Do you want to go to college? Or some training "in between" for a year or two? Find out about health careers!

The health-care team needs many different people and different skills. They take care of many different kinds of health problems – everything from chicken pox to heart transplant surgery. They also teach, plan for the health of the community, work in research, design new instruments and equipment which help save lives.

Occupational Therapists and Physical Therapists help people re-learn physical skills after sickness or injury. Four years of college are required. Physical Therapy Assistants and Occupational Therapy Assistants are trained in two-year junior college programs or in on-the-job training programs offered in many hospitals.

The nursing team provides personal care for patients in all parts of the hospital. Men and women are needed in every type of nursing. If you want to be a Registered Nurse, you can choose a two-, three- or four-year nursing school. Education for Licensed Vocational Nurses lasts 12 months, and nurse aides and orderlies learn their skills on the job in hospitals.



A health career is PEOPLE – PEOPLE helping PEOPLE! More than 300 different health careers offer you exciting and rewarding opportunities. You can choose a variety of work settings – hospitals, nursing homes, public health departments, laboratories, physicians' and dentists' offices, educational or research institutions, business or industry.

Find out if you should choose a health career. For information about health careers in Texas and schools which offer the necessary training and education, fill out the attached green card. Check one or more health careers that interest you and drop the card in the mail. Find out how you can help others – do it TODAY!

Choosing a career is one of the most important decisions you'll ever make. A career is more than a job – it means planning, thinking about your interests and abilities, and choosing work that will provide personal satisfaction as well as a good salary and job security.

Investigating many different careers is one of the first steps in choosing a career. Find out what health careers have to offer! No matter what your interest or the amount of education you desire, there is a health career for you.

"Health and medical service occupations continue to dominate employers' professional–technical–managerial demands, but many openings exist for the well-qualified, skilled worker in other occupations. Unskilled and/or uneducated persons find opportunities for meaningful employment limited." *

*Texas Hospital Association

HERMANN HOSPITAL AND
TEXAS UNIVERSITY'S MEDICAL
SCHOOL AT HOUSTON
1203 Ross Sterling
Suite 1210
Houston, Texas 77025
527-4275

Description: Expansion of teaching and hospital facilities. Films, lectures, and guided tour included. Contact Mrs. Betty Mincks, Public Relations Director.

BAYLOR MEDICAL SCHOOL
1200 Moursund
Houston, Texas 77025
529-4951
Ext. 477

Description: General educational facilites, new laboratories for research and instruction. Please limit group to 30. Make arrangements with Miss Lee Herrick, Public Relations Director.

HEALTH SPEAKERS

1. Dr. Louis Love 622-4603
   Optometrist
   1739 S. Post Oak Rd.
   Houston, Texas
   A speaker-also will give guidance in hobbies

2. Dr. William N. Kemp . . . . . 453-5194 and 453-5406
   Optometrist,also elected to State School Board and is State President of Lion's Clubs

3. Mrs. Betty Minks 527-4275
   Public Relations Director at Hermann Hospital
   1203 Ross Sterling
   Suite 1210
   Houston, Texas 77025
   (Many new programs. She is anxious to help with films, tours, and in every way possible.)

4. Dr. Horace C. Hartsell 528-2471
   Dental Science Institute
   (University of Texas at Houston)
   1018 Blodgett
   Houston, Texas

5. Baylor Medical School 529-4951
   Public relations-will arrange field trips

6. Dr. Harold Reuter 524-1831
   Ear Specialist — Hermann Professional Bldg.
   6410 Fannin
   Houston, Texas 77025

7. Mr. Spencer Guimarin . . . . . .(area code 512) 453-7204 office
   Director Texas Hospital Association . . . . . .(area code 512) 847-3331 home
   6225 U. S. Hwy. 290 East
   Box 4553, Austin, Texas 78751

8. Ms. Letha Aycock . . . . . 225-3131 Ext. 505
   Manager of Employment
   St. Joseph's Hospital
   1919 La Branch
   Houston, Texas

HEALTH
Media

FILM	*NUMBER*	*TIME*
Jobs in Health Sterling Educational Films	5308	10 min.
Jonas Salk McGraw-Hill	M-5430	15 min.
Louis Pasteur: Man of Science Viking Films	L-5311	
The Doctor Role of the doctor in modern life	M-4446	17 min.
Viruses: Threshold of Life Shows scientists at work with the aid of complex instruments and experimental animals	M-4422	14 min.
Hospitals Today Jobs in health in addition to the doctor and the nurse	4904	12 min.
Ophthalmic Careers, Part I. (Grinding and manufacturing glasses)	M-4908	17 min.
Ophthalmic Careers, Part II. (Surgeons, medical assistants, retail business in glasses)	M-4909	20 min.
**A Way of Helping People—Careers in Health Care* Miller Productions, Inc.	(film in O.O. office)	(med. length film)
**A Way of Helping People—Health Care* Miller Productions, Inc.	(film in O.O. office)	(long film)
**Job Opportunities in a Hospital* purchased from: Mr. James Rigell S. V. E. Inc. 6003 Greenmont Houston, Texas		
People Who Care	L-2818	
The Road Back	L-2269	

*Not in AV center of HISD.

AUDIO-VISUALS AVAILABLE ON LOAN FROM TEXAS HEALTH CAREERS PROGRAM

(Use order form on the next page.)

SLIDE SHOW – for use by professionals in presenting a health careers program to junior and senior high school classes, club meetings or limited assemblies.

"A Time for Every Season" – 17 minutes, fast-paced sound slide show. Two young people visit a hospital and take a look at more than 40 occupations. Good music - surprise ending. Show requires some explanation before and answering of questions afterward.

Equipment needed:Carousel slide projector, tape recorder (reel-to-reel, 7½ IPS), and viewing screen.

SOUND FILM STRIPS – all are for use in a 35mm filmstrip projector, each contains a record narration with audible change singals.

"Health Careers – 1" – 13 minutes, an introduction to 23 health occupations.

"Health Careers – 2" – 13 minutes, covers seven health occupations requiring one year or less of training after high school.

"Health Careers – 3" – 16 minutes, six occupations which can be learned in two to three years beyond high school.

"Health Careers –4" – 16 minutes, four professions in health requiring undergraduate or graduate degrees.

Equipment needed: Filmstrip projector, record player, viewing screen.

16MM FILMS

"Horizons Unlimited" – 28 minutes, color and sound. Health careers through the eyes and narration of a doctor. Shows many kinds of careers in health. Produced by the American Medical Association.

"Hospitals Today" – 28 minutes, color and sound. An explanation of hospital costs by showing technical equipment and highly skilled hospital personnel – who care about people. Shows many different kinds of health careers. Produced by the California Hospital Association.

"Careers: Health Services" – 11 minutes, color and sound. Featured are three of the many jobs available in the vital areas of health service occupations. A medical technologist, nurse technician and occupational therapist are shown performing a few of their challenging and necessary skills. Produced by Doubleday Multimedia.

Equipment needed: 16mm sound film projector, viewing screen.

OVERHEAD TRANSPARENCIES

Colorful transparencies depict various allied health professions, give statistics to support growth of health field as occupational choice, and add humor to talk or speech.

ORDER FORM

HEALTH CAREERS AUDIO-VISUALS
For Loan Only

FILMSTRIPS—sound on records	First Date Choice	Second Date Choice
Health Careers — 1	_____	_____
Health Careers — 2	_____	_____
Health Careers — 3	_____	_____
Health Careers — 4	_____	_____
16MM FILMS — sound and color		
Horizons Unlimited	_____	_____
Hospitals Today	_____	_____
Careers: Health Services	_____	_____
SOUND SLIDE SHOW — sound on tape		
A Time for Every Season	_____	_____
TRANSPARENCIES — packet	_____	_____

NAME _____

HOSPITAL OR ORGANIZATION _____

ADDRESS _____

CITY _____

ZIP _____

Return this form to:

Texas Health Careers Program
P. O. Box 4553
Austin, Texas 78751

Another source of media:

The award-winning film, "I Am A Doctor" (25 minutes: in sound and color)

To obtain these materials, contact your local medical society or write (being sure to include your Zip code):

Program Services Department
AMERICAN MEDICAL ASSOCIATION
535 North Dearborn, Chicago, Illinois 60610

FREE MATERIALS

Available from the Texas Health Careers Program, for use by health professionals in schools, fairs, workshops, banquets or any other recruiting practice. These materials are available in quantities.

Display placard with "200 Great Futures for You" brochures

Billboards:	"20,000 Health Careers Await You" "X-Ray Is Positively the Career for You" "Pat Mabe Does Her Thing As a Medical Record Librarian" "Sock It To Your Future With a Health Career" "Men In Nursing"
Posters:	"20,000 Health Careers Await You" "X-Ray Is Positively the Career for You" "Pat Mabe Does Her Thing As a Medical Record Librarian" "Sock It To Your Future With a Health Career" "Men In Nursing" "Nurse Educators Are In Great Demand" "Swing Through Life"
Bumper strips:	"Men In Nursing"
Flower decal:	"Turn On In a Health Career"
Booklets:	"Hospital People" "Horizons Unlimited" "Class Assignment Booklets" "Health Careers Coloring Books"
Special innovations:	"You Don't Have To Go To College" "DOPE" capsule
Visual aids:	Films, filmstrips and slide presentation on loan

A HEALTH RESOURCE KIT

IT IS FREE!

Excellent Material for Junior High School Classes

The Texas Health Careers Program is happy to provide this Health Careers Resource Kit for your use.

When you or any member of your staff is called upon to deliver a "pitch" about Health Careers, here is a good place to start.

Included in this kit:

Speeches—outlines and written out. . . . . .for adult as well as student audiences

Audio-visuals—films, film strips and slides available on loan from the Texas Health Careers Program

Mass Media—descriptions of radio and television spot announcements about health careers and health careers billboards

Literature—information about health careers in Texas

Handouts, Gimmicks—"300 Great Futures for You" Leaflets, Flower Decals, Posters, coloring books, etc., etc..... Re-order forms are enclosed if quantities are needed

What the THCP is—be sure to read the SYNOPSIS—it tells all about the goals and activities of the THCP

General Information—humor and plenty of quotes and statistics about manpower needs

Address all inquiries to: TEXAS HEALTH CAREERS PROGRAM, P. O. BOX 4553, AUSTIN, TEXAS 78751 Phone: area code (712) 453-7204

Bibliography

By Mrs. Mary Belt—Fondren Jr. High

E=Excellent
G=Good

Evaluation	*Pamphlets*	*Source*
G	"The Hospital People"	Texas Health Careers P. O. 4553 Austin, Texas 78757
E	"Jobs and Futures in Mental Health Work"	Public Affairs Pamphlet No. 296 22 E. 38th St. New York
E	"Optometry: Careers with Vision"	American Optometric Asso. 7000 Chippewa St. St. Louis, Missouri 633119
E	"You Can Work in the Health Service Careers"	Betty Dietz
E	"Your Career in Hospital Administration"	Am. College of Hospital Administrators 840 N. Lake Shore Dr. Chicago, Ill. 60611
E	"Do You Want To Be a Nurse?"	Nat'l League for Nursing 10 Columbus Circle New York, New York 10019
G	"Supportive Nursing Personnel"	Am. Hospital Asso. 84 N. Lake Shore Dr. Chicago, Ill. 60611
E	"See Your Future in Pharmacy"	Am. Pharmaceutical Asso. 2215 Constitution Ave. N.W. Washington, D.C. 20037
G	"Careers in Physical Therapy"	Am. Physical Theraphy Asso. 1156 15th St. N. W. Washington, D.C. 20005
E	"Health Occupations"	Oregon Cluster Guides (See above)
E	"Jobs in Psychology"	SRA Job Family Series Booklet (See above)
E	"Jobs in Health"	SRA Job Family Series Booklet (See above)

G	"A Career in Industrial Psychology"	Am. Psychological Asso. 1200 17th St. N. W. Washington, D. C. 20006
G	"A Career In Psychology"	Am. Psychological Asso. (See above)
E	"Consider a Career in Podiatry"	Am. Podiatrist Asso. 20 Chevy Chase Circle, N. W. Washington, D. C. 20015
E	"Podiatrist"	Occupational Brief Chronicle Guidance Publications Moravia, N. Y. 13118
G	"Anesthesiology"	Am. Society of Anesthesiologists 515 Busse Hwy. Park Ridge, Ill. 60068
G	"A Career in Speech Pathology and Audiology"	
G	"Should You Go into Rehabilitation Services"	Public Information Services N. Y. Life Insurance Co. (See above)
E	"The Rehabilitation Counselor"	Public Affairs Pamphlets 381 Park Ave. South New York, N. Y. 10016
E	"How Will You Choose to Help Others?"	Nat'l Rehabilitation Counseling Asso. 1522 K. Street, N. W. Washington, D. C.
G	"What Is an Optometrist?"	Am. Optometric Asso. 7000 Chippewa St. Louis, Missouri 63119
E	"Today's Vet"	Am. Vet. Medicine Asso. 600 S. Michigan Chicago, Ill. 60605
E	"Radiologic Technologists" (Reprint)	O. O. Handbook Supt. of Documents Washington, D. C.
E	"A Professional Career in Chiropractic"	Am. Chiropractic Asso. Dept. of Education 200 Grand Ave. Des Moines, Iowa 50312
E	"Dietetics"	Am. Dietetic Asso. 620 N. Michigan Ave. Chicago, Ill. 60611

E	"Careers in Dental Hygiene"	Am. Dental Hygienists' Asso. 211 E. Chicago Ave. Chicago, Ill. 60611
G	"Hands that Think—A Word About Careers in Modern Dental Lab Technology"	Nat'l. Board for Certification 3801 Mt. Vernon Alexandria, Va. 22305
G	Nursing Careers in the Federal Service Chapter 8: Information for High School Students" (Reprint)	
G	"Your Future in Medicine: Anesthesiology"	

Books Available in Library

Aim for a Job in a Hospital	W. Richard Kirk R. Rosen Publisher
Your Future in Radiologic Technology	Sister Christina Spirko R. Rosen Publisher, 1966
Hospital with a Heart	J. D. Wassersug Abelard-Schuman, Publishers 1961
Your Future in Dentistry	R. Cohen Richards-Rosen Press 1960
Careers in Physchiatry	Hoffman-La Roche Inc. Roche Lab. Macmillan 1968

Free Materials

Health Careers Guidebook	U.S. Government Printing Office Washington D. C. 1965
Texas Health Careers Program	Texas Health Careers Program P. O. Box 4553 Austin, Texas 78751

HEALTH CAREERS—WHERE TO WRITE FOR INFORMATION

Harris County Medical Society
1133 M. D. Anderson Blvd.
Houston, Texas 77025

Department of Allied Medical Professions and Services
American Medical Association
535 North Dearborn
Chicago, Illinois 60610

Dentistry:

American Dental Association
211 East Chicago Avenue
Chicago, Illinois 60611

American Association of Dental Schools
211 East Chicago Avenue
Chicago, Illinois 60611

American Dental Assistants Association
211 East Chicago Avenue
Chicago, Illinois 60611

National Tuberculosis Association
1740 Broadway
New York, New York 10019

Society of Public Health Educators, Inc.
(Health Education as a Profession)
419 Park Avenue South
New York, New York 10016

Health Research:

American Cancer Society
(Medical Research)
219 East 42nd Street
New York, New York 10017

American Heart Association
(Medical Research)
44 East 23rd Street
New York, New York 10010

American Society of Biological Chemists
(Biochemical Research)
9650 Wisconsin Avenue
Washington, D. C. 20014

U. S. Public Health Service (Research
Specialists Involving the Health Professions
and Health Sciences)
Public Inquiries Branch
Office of Information
Washington, D. C. 20025

National Health Council
1740 Broadway
New York, New York 10019

Medical Illustration:

Corresponding Secretary
Association of Medical Illustrators
738 Keystone Avenue
River Forest, Illinois 60305

School of Veterinary Medicine
Texas Agricultural and Mechanical College
College Station, Texas

Medical Librarians:

Medical Library Association
Palmolive Building
919 North Michigan Avenue
Chicago, Illinois 60611

Medical Record Librarians:

American Medical Record Association
211 East Chicago Avenue
Chicago, Illinois 60611

Mental Health Field:

American Psychiatric Association
1700 Eighteenth Street, N. W.
Washington, D. C. 20009

The National Association for Mental Health
10 Columbus Circle
New York, New York 10019

Orthoptics (Science Dealing with Eye
Coordination):

The American Orthoptic Council
3400 Massachusetts Avenue, N. W.
Washington, D. C. 20007

Orthotics and Prosthetics (Design and
Fitting of Artifical Limbs and Braces):

American Orthotics and Prosthetics Association
919 Eighteenth St., N. W.
Washington, D. C. 20006

Pharmacy:

American Pharmaceutical Association
Washington, D. C. 20037

Public Health:

American Public Health Association
1740 Broadway
New York, New York 10019

Biological and Other Life Sciences
(Health-Related Careers):

American Chemical Society
1155 Sixteenth Street, N. W.
Washington, D. C. 20006

American Institute of Biological Sciences
3900 Wisconsin Avenue, N. W.
Washington, D. C. 20418

American Physiological Society
9650 Rockville Pike
Bethesda, Md. 20014

American Society of Biological Chemists
9650 Rockville Pike
Bethesda, Md. 20014

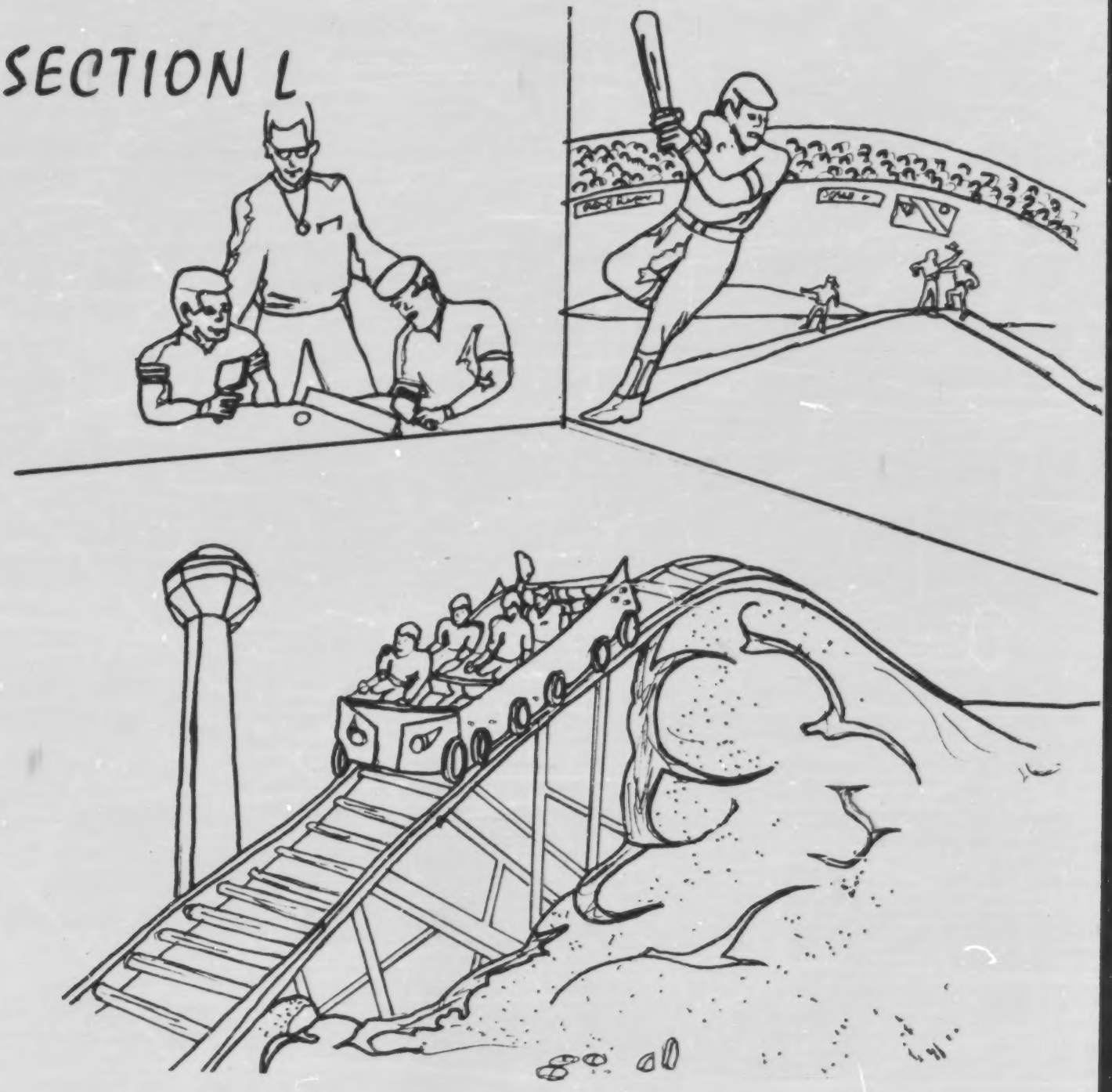
Clinical Psychology:

American Psychological Association
1200 Seventh Street, N. W.
Washington, D. C. 20036

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Make your own visual aids. See films on careers. Check magazines and newspapers.
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SECTION L



HOSPITALITY and RECREATION CAREERS

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES OF HOSPITALITY AND RECREATION CAREERS

I. Behavioral Objectives

A. Ninety percent of students will tell or write about three or more places where recreation careers can be seen.

B. Fifty percent of students will visit a recreation center that ties in with another career field of their choice; for example, Sea Arama is in the recreational field, but it ties in with marine science.

II. Instructional Procedures

A. Individual interests and abilities are of vital concern in suggesting student activities.

B. Financial problems must be considered very strongly in recreational investigation.

C. Wise use of leisure time and sensible spending of allowance can easily be tied into this unit.

D. Individual and/or class study tours can be easily arranged and thoroughly enjoyed when they are well planned. Teenagers readily identify with this field.

STUDENT ACTIVITIES

Each student will complete two or more of the following activities:

1. Collect free pamphlets advertising recreational centers in your area. Paste these pamphlets in your scrapbook.

2. Interview a worker at a recreational center. Write the advantages and the disadvantages of his work. Tape your interview, if possible.

3. Direct and produce a recreational activity for your class.

4. Tour Jesse H. Jones Hall for the Performing Arts. Call 222-3561 for information. Ask your guide about recreational careers at Jones Hall. Give an oral report to the class.

5. Go to a game at the Astrodome. List all careers you note there.

6. Collect pictures of recreational areas. Report to the class on workers needed at the places in your pictures.

7. If you belong to a Country Club or have a friend who does, write a report on the careers that make the Country Club a success.

8. If you are interested in marine science, call Sea Arama — Houston number, 488-4441. Ask for personnel. Tell the person to whom you speak that you want to consider working at Sea Arama when you are qualified. Plan your questions well. Find out qualifications and job descriptions. Be brief and polite. Rehearse several times before you call.

9. Visit the zoo at Hermann Park. List all workers you observe and inquire about their duties. Share information with the class.

10. In the yellow pages of the telephone directory find the names of two or more travel agents. Ask them whether they can help you with information on qualifications and duties of travel agents. Be polite. Plan your questions by writing them down. Practice before calling. If you are not successful with your first two calls, try others. Share your information with the class.

12. Go to Astroworld. Describe jobs you would like to have there.

13. Talk to a park director. Ask him how you can assist with recreational activities for younger children. Volunteer if possible.

14. Begin a new hobby. Tell the class what workers are needed in your hobby field.

15. Attend the car races at Meyerland Track. List the workers involved in this recreation.

16. Watch a wrestling match at the Coliseum. You may see it in person or on television. Describe the jobs you see people performing in this area.

17. Visit the San Jacinto Battleground. Write two or more pages on the history of the San Jacinto Monument. Tell why workers were hired to work there in 1936 and why they are now hired to work there.

18. Visit a museum. Trace the history of the types of work on display. This may be done with words or pictures, alone or with a group. Your teacher has the names of museums, sights you will see, and phone numbers in the appendix of the guide.

19. Visit the Battleship Texas. Come back to class and pretend that you are a guide. Tell the class about the many naval duties aboard ship. Show how these duties might lead to civilian careers.

20. Find the amusement pages of the newspaper. Clip out five recreational activities and paste them in your scrapbook.

21. Go to the YMCA or the YWCA or other recreational organizations. List the workers you see there.

22. Read advertisements about a new recreational area that has opened or soon will open near Houston. Visit it if possible. Pretend that you are a real estate agent trying to persuade a class member to buy property there.

23. Go roller skating or ice skating. Interview an employee or the owner. Tell about the advantages and the disadvantages of jobs in this area.

24. Go to a beach or surf shop. Get information on careers in equipment. Share your information with the class.

25. Talk to a boat shop owner. Ask about the future in careers dealing with boats.

26. Go horseback riding. Write a page report on careers in raising horses, helping with trail rides, or presenting rodeos.

27. Make a poster on Hospitality and Recreation Occupations.

28. Skim a paper or magazine devoted to sports. Tell the purpose of the publication. List the jobs you read about.

29. Read the sport section of the daily paper. List the name of each sport mentioned. Beneath the name write all workers you think would be needed in order for the sports events to take place.

30. Call the Houston Welcoming Service (664-1667)-ask for Mrs. Viola Winklemann (1973 director). Politely ask her to describe the work of everyone needed on the welcoming team. Get detailed information on one job. Use the Interview from on p. 113 in the Curriculum Guide, Part I.

III. Performance Goals

A. Reading and writing about recreational careers

B. Sending for information

C. Reacting from study tours

D. Becoming involved in hobbies

IV. Evaluation

A. Oral and written communication

B. Summation of involvement as shown on the "wheel"

C. Completion of assignments in "Student Activities"

FLEXIBLE LESSON PLAN

First Day — Introduction

Use audiovisual presentation. (See appendix for suggestions.)

Distribute activity sheets to students. Discuss. Make assignments.

Discuss recreation centers visited in the summer.

Second Day

Guest speaker or study tour (see appendix.)

Third Day

Follow up with newspapers, magazines, and booklets on hospitality and recreation careers. Use 15 minutes or longer to assist students with their activities.

Fourth Day — Student Presentation of Assignment

If time permits, organize a corporation for hospitality and recreation. Let students take part in case studies of employees, personnel choices, management decisions of purchases, or other related subjects.

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

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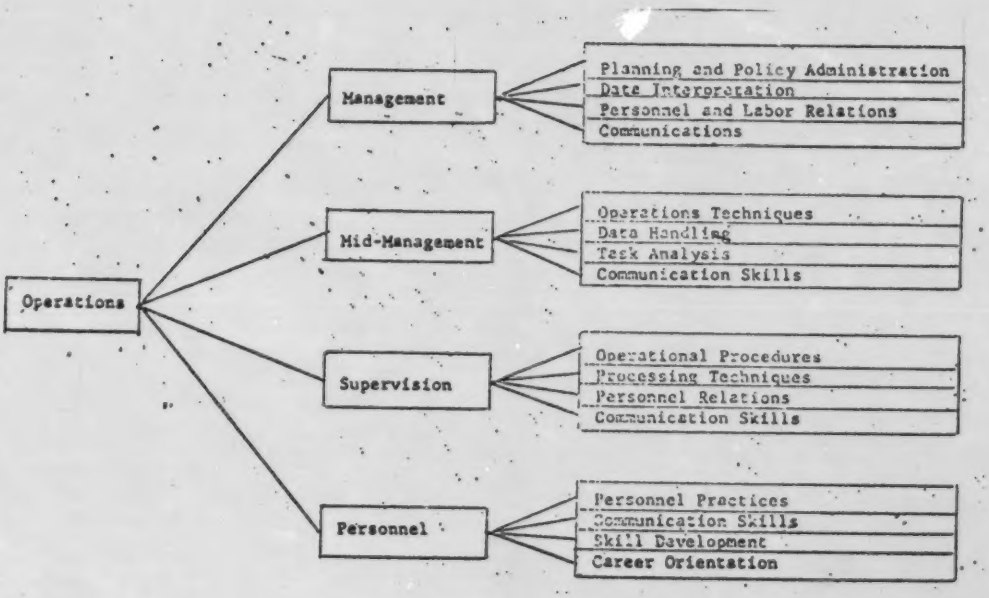
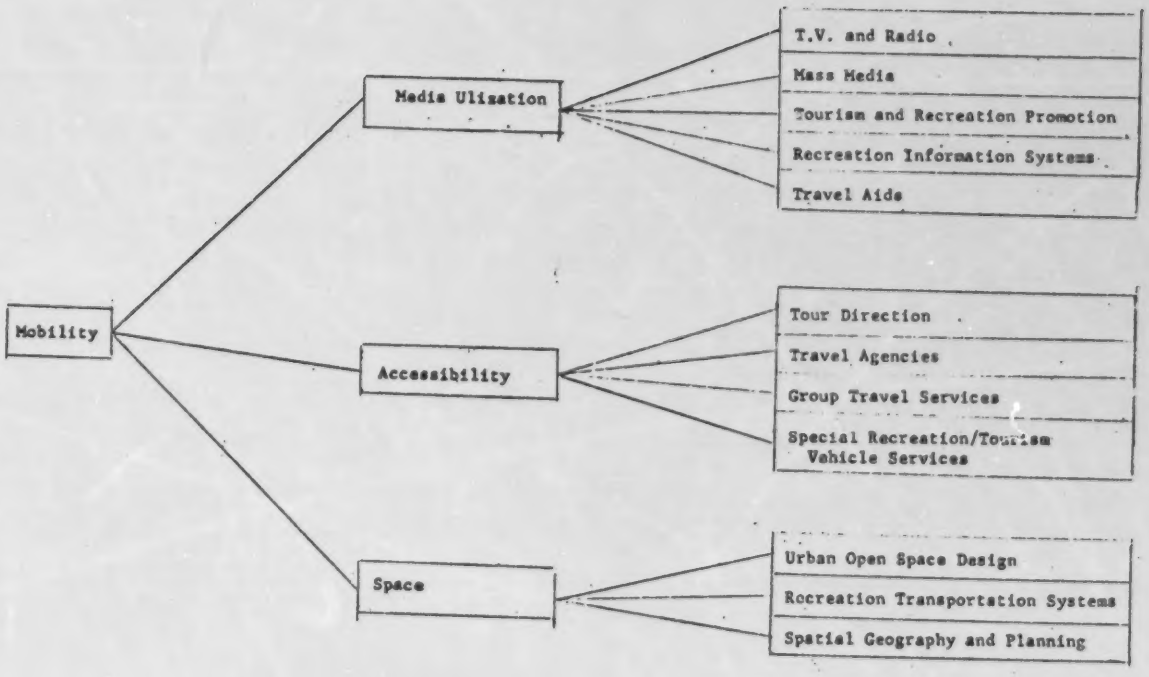
*This may vary with specific subjects in the different careers

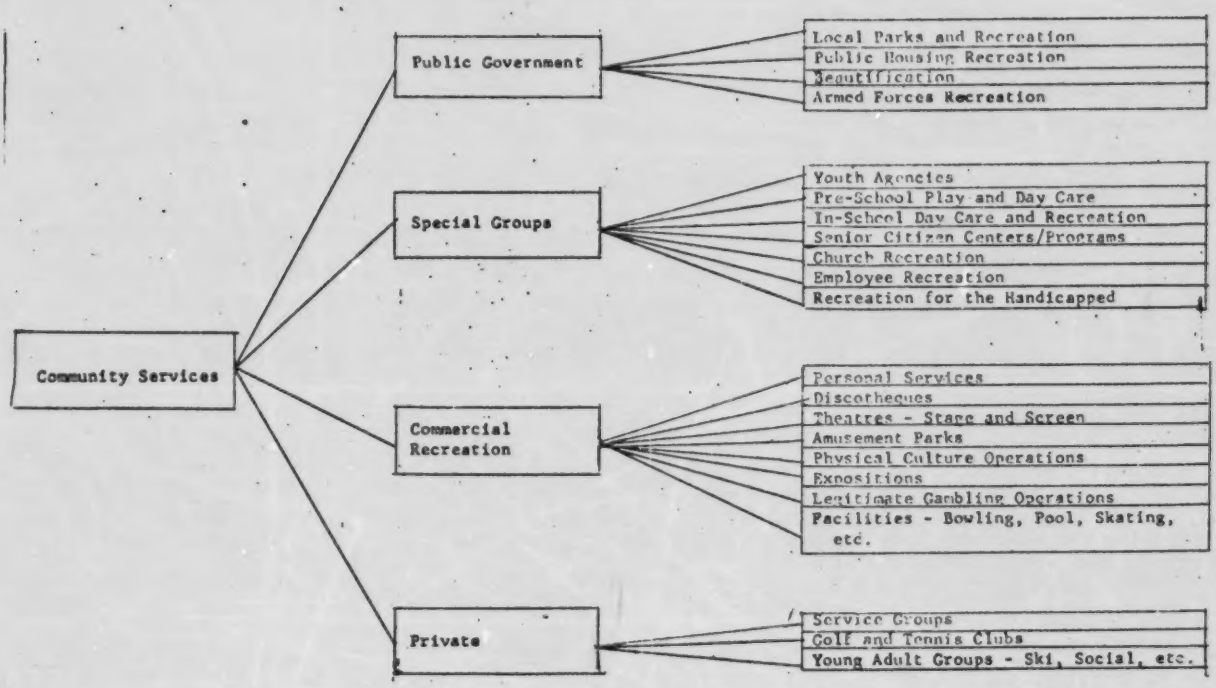
HOSPITALITY AND RECREATION — Interdependence — Examples of a Few People and Places

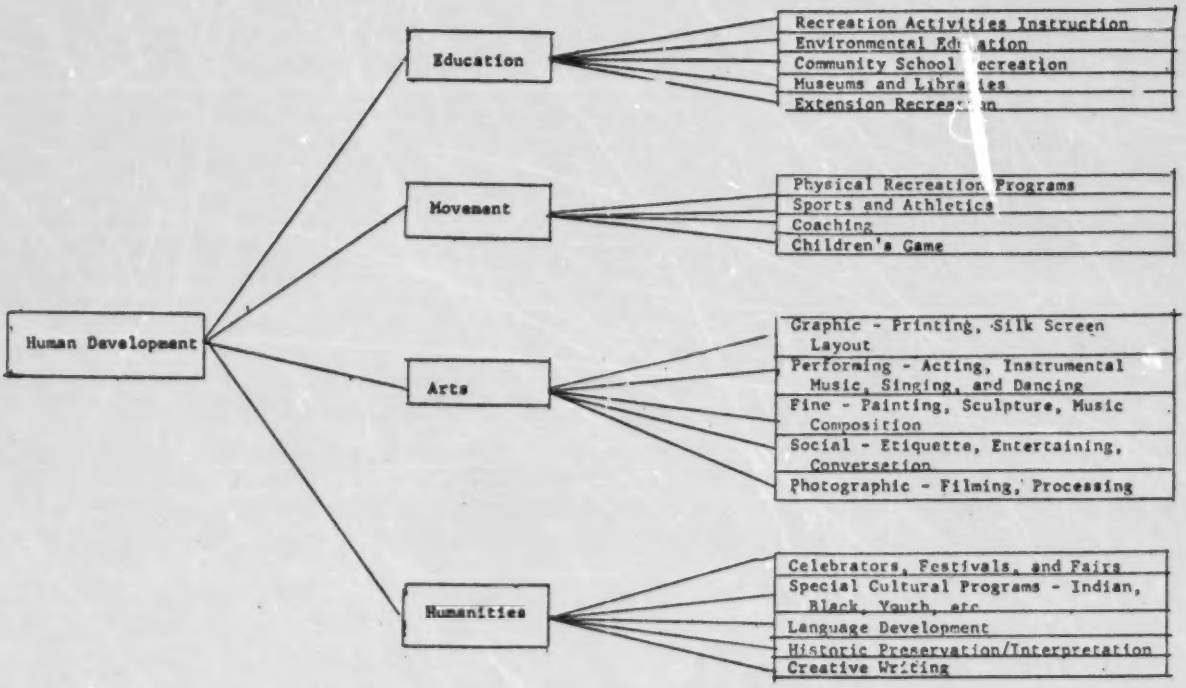
Projected Needs	Careers	Places of Employment
Amusement Centers Why? More leisure time and spending money	Managers Supervisors Clerks Operators Cashiers Waitresses Purchasing agents Attendants Cooks Maintenance engineers Packing attendants Drivers Security guards Custodians Travel agents	Amusement park Marine show Country club Travel agency
Natural Resource Developments Why? Crowded cities People living longer	Land developers Real estate salesmen Engineers Heavy equipment operators Landscapers Guides	Hunting retreat Lake resort Ranch resort Gulf property Community for retired people State and Federal parks
Community Recreation Why? All income levels seek relaxations	Zoo attendants Golf managers City park directors Program directors Crafts teachers Fine arts teachers Youth directors Film operators	Zoo City park Community center Science museum Music hall Planetarium Movie houses
Sports Why? Crowds enjoy being spectators to competition	Ball players (golf, tennis, baseball, football, socer, ping pong) Wrestlers Boxers Umpires Referees Ushers Refreshment salesmen Ticket salesmen Stadium construction crews Race car builders Maintenance crews	Stadium Coliseum Race tracks Ball park Country club

Job Clusters






Community Services
Public Government
Local Parks and Recreation
Public Housing Recreation
Beautification
Armed Forces Recreation
Special Groups
Youth Agencies
Pre-School Play and Day Care
In-School Day Care and Recreation
Senior Citizen Centers/Programs
Church Recreation
Employee Recreation
Recreation for the Handicapped
Commercial Recreation
Personal Services
Discotheques
Theatres - Stage and Screen
Amusement Parks
Physical Culture Operations
Expositions
Legitimate Gambling Operations
Facilities - Bowling, Pool, Skating, etc.
Private
Service Groups
Golf and Tennis Clubs
Young Adult Groups - Ski, Social, etc.


Human Development
Education
Recreation Activities Instruction
Environmental Education
Community School Recreation
Museums and Libraries
Extension Recreation
Movement
Physical Recreation Programs
Sports and Athletics
Coaching
Children's Game
Arts
Graphic - Printing, Silk Screen Layout
Performing - Acting, Instrumental Music, Singing, and Dancing
Fine - Painting, Sculpture, Music Composition
Social - Etiquette, Entertaining, Conversation
Photographic - Filming, Processing
Humanities
Celebrators, Festivals, and Fairs
Special Cultural Programs - Indian, Black, Youth, etc.
Language Development
Historic Preservation/Interpretation
Creative Writing

THE CRAFTS BUSINESS
(True Stories of Success)
---- *Mary Elizabeth Schell*

One day Mr. Paul Telotta decided to break away from the daily problems in hair styling. He had faced his job requirements for many years and had been a success, but the fast tempo of keeping appointments was wearing on his nerves. Some customers came early, and some came late, but everybody wanted him to keep the appointments right on schedule. Since he had served his customers well, he was able to plan ahead for the day he could get into other work. He had no idea what career field he wanted to investigate, but he knew some employment agency would have some suggestions.

The consultant at one employment agency was interested in Mr. Telotta's past jobs and his hobbies. His answers to questions about interests and abilities helped the consultant make wise suggestions for future employment. Since Mr. Telotta had spent much of his leisure time assisting scouts and other volunteer organizations, his hobbies were a key to the investigation of new jobs. He was told about a clerical opening with American Handicrafts. That was a small beginning to a big future.

By starting at the bottom, Mr. Telotta was able to learn about all parts of the handicraft business before he had to make big decisions. American Handicrafts soon realized that Mr. Telotta was eager to learn. He worked long hours, was polite to customers, and had enthusiasm about every task required of him.

While American Handicrafts was judging Mr. Telotta as an employee, he was also judging American Handicraft as an employer. The company and the new employee were well pleased with each other.

When Mr. Telotta proved himself to be a very good clerk, he was promoted to store manager. His promotion came as a result of keeping customers happy and following the store's rules and regulations. He worked from eight until five o'clock or later each day, and he enjoyed his work.

Mr. Telotta soon realized that leisure and recreation careers offer wonderful opportunities. More and more people have free time; so this increases the need for hobbies. Developing hobbies requires knowledge in purchasing materials and training or retraining in skills. To fill these hobby requirements, Mr. Telotta set up classes and provided individualized instructions for customers. He gladly gave this assistance free. The results of his extra efforts were shown at the cash register. Money talks, and, in this business, it said, "Mr. Telotta, would you like to go into a joint venture with American Handicrafts?" His answer was an emphatic "Yes." In this case, a *joint venture* is the actual participation of an individual and a company. Each is responsible for setting up money and policy for the business. Mr. Telotta had been studying his company's financial records, and he saw an opportunity to make money. He realized that Tandy Leather Company had bought American Handicraft, and Tandy employees felt they had been given fair treatment throughout many decades. As business boomed throughout the United States, the opportunity to invest money and time seemed wise.

Several years have passed, and each day Mr. Telotta is more and more pleased with his work. Good careers in the field of leisure and recreation are increasing with shorter working hours for most employees, but the success stories are written about people who work long hours to serve those who have free time.

Mr. Telotta would be glad to assist you with career investigation in his field. He would also be happy to help you with hobbies in handicrafts. You can reach him at 448-4907.

THE MUD HOUSE

- - - - Mary Elizabeth Schell

"This is the house that mud built," said Mrs. Dorothy Thiessen. She is the artist and brain behind Dot's Ceramic Shop in Fort Worth. Slip or "mud" as it is often called is the basic ingredient for beautiful ceramics that line her walls. Profits from her work are used to build houses or purchase other products and services as needed.

The story of Dot's success started with her work habits many years ago. Her mother was a "doer" who insisted that her two daughters must stay busy. When they completed a task, they were always directed to get involved in something else. Each new opportunity brought new interest and pleasure; so it was a natural reaction for the two sisters to take ceramic lessons when they were given free at the park. Some of their ceramic classmates thought they were too busy or lacked talent. Others like Dot and her sister Marie made many people happy by giving them beautiful works of art.

As the years passed, Dot's skills grew, and the ceramic business grew. Now she sells many ceramic materials and equipment as well as finished products. She also gives lessons to all ages from young children to the very old. She even has a blind student in one of her classes.

Ceramic molds are often hard to find, for people like to keep their best sellers scarce. In that way, the finished products are worth more money. Many molds are given a copyright number which prohibits anyone from using them without paying a large fee.

If you are interested in ceramics as a hobby or a career, talk with your art teacher. Maybe you can join a ceramic club in your school. Call the City Hall or County Court House to ask about lessons in the park. You also will learn by visiting ceramic shops. Maybe you could work in one of these shops as a volunteer or a part-time employee. You may find helpful people like Dot who will guide you in making lovely family heirlooms and money.

ceramics
The world's most fascinating HOBBY!

THIS IS ENTHUSIASM

A teacher from Taiwan travelled to the Eastern United States to attend Seminars in four different areas. She owns a commercial pottery in Taiwan, but said the Seminar program gave her the confidence she needed to teach students.

A teacher from Panama started the series in California, then followed the instructor to Phoenix and New Orleans, braving a hurricane on the way, to attain her certificate.

In order to complete the series, many teachers travel to other States to make up Seminars missed because of illness.

One enthusiastic participant attended Seminar Four the day before her baby was born, and another, two weeks after her baby's arrival.

The day after one of the most serious hurricanes in the Louisiana area, not one participant missed the scheduled Seminar.

"I have never had any formal instructions and I very much enjoyed the Seminar. My teacher could not have been more helpful, courteous and friendly. She presented her program clearly and was ready with helpful suggestions. Even though I was exhausted at the end, I thoroughly enjoyed every minute. Thank you for the opportunity to attend."

Lynn Hamilton
Niota, Tenn.

Duncan Ceramic Reporter
May 13, 1971

Why do manufacturers set up teacher training programs for dealers?

CERTIFICATION

This is a Teacher Training program. It is divided into four (4) two-day seminars and is open to any studio owner, dealer or teacher. Each two-day session starts at 9 A.M. and ends at 5 P.M. There are a certain number of projects that must be completed in each day and, at the end of the fourth seminar, a very comprehensive written and practical examination is given. Successful completion of the examination entitles the participant to attend the Advanced Seminars which emphasize special techniques as well as products. The fee for each two-day seminar is $20.00 ($25.00 in Canada). This includes lunch, project sheets on all work completed, a summary of information, a suggested class outline that can be used by the participant as a guide in teaching in their own studio, and an attractive binder for all of this information. An Attendance Record is given at the end of each Seminar and a handsome parchment certificate, mounted on a 10 x 12 plaque, is awarded to those who pass the examination. The fee of $20.00 ($25.00 in Canada), is paid to the Distributor when registering for each Seminar, and registration must be made at least two weeks prior to the session. If you are unable to attend because of illness or accident, you will be given credit for a later session.

If you are not already enrolled in this program, contact your local Duncan Distributor or write to Duncan Ceramic Products, Inc., Seminar Program, Box 309, Freehold, New Jersey 07728. You will be given, or sent, an Interest card. Fill in both sections of the card. Mail one to your Distributor, the other to the Seminar office. As soon as a date has been set for a new series in your area, you will be notified. After completion of the first Seminar, notification of succeeding seminars will be automatic.

It's a long, costly road to the Indy 500

The fresh young journalist who had come for the first time to witness The Greatest Spectacle in Motor Racing stood before one of the tiny frame garages comprising Gasoline Alley.

Two men were in the doorway just abaft of the megaphone exhausts which jutted up from 1300 pounds of machinery — in auto racing parlance a championship car customarily described in newspaper stories and radio scripts as an Indianapolis, or Indy, car.

One of the men wore the garish red of the racing team and the other was precisely sheathed in an immaculate white laboratory coat. The one in red held a looseleaf notebook from which emanated the accordion folds of computer paper. The other, an engineer whose residence was in Detroit, was calculating a carburetion temperature conversion on a small slide rule.

"Gee," said the young journalist, "those guys down at NASA could take some lessons from you people."

The engineer's attention abandoned the slide rule just long enough for him to glance with mild amusement and indulgence at the young visitor and mutter, "All they're trying to do is get to the Moon."

Indianapolis is the pinnacal, the big one, an elusive, eternal star which has and will lure men to destruction. An obsession whose influence is of a measure which boggles the mind.

For the race begins not when Speedway president Tony Hulman says, "Gentlemen, start your engines." The race begins long before, when those who go to worship at that altar of speed first set themselves to the traumatic task of mechanical midwifery.

It took A.J. Foyt Jr. and his crew 72 days to build the car which he drove in this year's Indianapolis 500.

"That's the fastest anyone has ever built an Indy car," Foyt says.

Anthony Joseph Foyt can build race cars in 72 days now because he can go first-class. He is the king of auto racing. He has won more money and more big-league races than any driver in history.

The Houston Chronicle — Texas Magazine July 23, 1972

St. Clair Shores couple—fantastic fossil collectors

By CYNDI MEAGHER
News Staff Writer

The trilobites, ammonites and crinoids have just about taken over a St. Clair Shores basement.

They didn't beam down from Planet Xenon, sneak out of Mr. Peabody's Wayback Machine or even just slither in through a crack in a wall.

They're fossils, and a retired milkman and his wife scrambled over limestone quarries in three states and Canada to bring most of them home.

Ray and Catherine (or Kit) Lancaster started collecting fossils when he retired eight years ago.

Kit was still teaching elementary school, and says she was intrigued when a student brought in a little wing-shaped fossil called a brachiopod.

"SHE'D FOUND it right in her backyard," Kit says. "I thought about finding something that old and told her to take very good care of it."

Now the Lancasters have many brachiopods, which Ray explains are "fairly common," and their collection occupies a full basement wall of brightly lit display shelves and tall bookcases.

The pride of the collection is a crinoid that measures just seven millimeters, the fossilized remains of an animal smaller than a little fingernail's half moon.

The crinoid, which lived during the Devonian Period 400 million years ago, will be part of the Lancasters' exhibit at the Gem and Mineral Show sponsored by the Michigan Mineralogical Society today through Sunday at the Light Guard Armory.

BUT AFTER THAT the fossil goes to the University of Michigan Museum of Paleontology to join two other of the Lancasters' finds: A species of crinoid previously undiscovered and a rhinoceras, another 400 million-year-old invertebrate, that had never been seen in the Ontario town where the Lancasters found it.

"The exciting thing about hunting for fossils is that no matter how common your find is, no one has ever seen that particular specimen before," Kit says.

It is not, however, a simple matter of picking up a rock, carrying it home, and sticking it in a display case.

The Lancasters visit quarries in Ohio, Indiana, Michigan and Ontario where they climb over sometimes slippery surfaces to drive out chunks of rock with a hammer and chisel.

The rock splits at its weakest point, and that's where fossils are apt to be found, Ray explains.

"SOMETIMES YOU can walk into a quarry, look down, and there one is looking at you like you were just supposed to pick it up," he says, chuckling.

"Other times you can hammer and chisel for hours and never find a thing."

Once the fossils have been found, it can take a month to clean them, Ray says.

They're given acid baths to eat away most of the extraneous rock before he picks clean the fossils' tiny crevices with a dissecting probe, an inexpensive tool with a needle-sharp point.

It's fine, close work, but Ray uses a strong magnifying glass and a bright light.

Currently he's working on a group of trilobites, Devonian invertebrates that look like overgrown, black beetles after cleaning.

KIT TAKES charge of the cleaned samples, classifying them, typing identifying cards and placing each fossil in the proper spot.

Groups of schoolchildren sometimes visit the basement and find a well-ordered minimuseum with two kindly proprietors anxious to explain everything.

The novice eye may be caught by the crystals and agates also collected — or by what look like small plaster plaques, painted with ancient fish and ferns.

"Those are real fish fossils on shale, plaster," Kit explains. "The color is completely natural. We traded some of our trilobites with a West German man for those — he smoothed down the shale, but that's all."

The West German man, contacted through a swap column in a hobby magazine, also provided the Lancasters with ammonites, fossils that look like six-inch long snail shells.

How much time do the Lancasters spend on their hobby?

"A GOOD FOUR hours a day," Ray estimates.

"The wonderful thing about being retired is that if we feel like a hunt when we get up in the morning, we just go," he says.

To which Kit adds: "I know one thing: If an employer had ever asked us to work this hard, we both would have quit.

"But this is something we love."

The Detroit News October 13, 1972

What interested these people in collecting rocks?
Can you think of something in your life that might lead to a hobby?

A RABBIT

...Mary Elizabeth Schell

(Information obtained from interviewing Mr. Buddy Weaver, Golf Pro at Pine Forest Country Club, and Mrs. Mary Louise Klein, Human Resource Department at the University of Houston)

SCENE I

"Hey, Debbie, wait a minute! I want to tell you about a rabbit."

"O.K. but hurry! I've got to stop by my locker," Linda answered.

Debbie and Linda had been friends since the third grade. The past five years had raced by. Everyday seemed to be filled with new projects and interesting people.

"What's this about a rabbit?" Debbie asked.

"I just wondered if you knew what a rabbit is...in the field of sports, that is."

"Sure. Everybody knows that! A rabbit is what the hunter goes after."

"That isn't quite what I mean, Linda. In golf, a *rabbit* is a young pro who is trying to make it on the professional tour."

"So...why the big deal about golf?"

"Because John, that new boy in our English class, has a cousin who is a professional golfer. He admires him and talks about him all the time."

"Umhuh. I've been noticing something."

"Just what does that mean?"

"It means you kinda have a crush on John. I'm not stupid."

"You're right. He's my kind of guy. I'm going to learn all I can about golf so that I can be a good listener and come up with intelligent answers. Who knows—maybe I'll even learn to play golf."

"Do you really mean that?"

"You better know it."

"Tell you what let's do. My Dad and Mom belong to a golf club. They have been wanting me to get in some practice. Would you like to take lessons with me?"

"That sounds super. The sooner the better. Call me tonight."

SCENE II

Debbie and Linda did take golf lessons and really liked the game. They decided to give serious consideration to making a career of golf. Here they are now interviewing a golf pro at the Country Club.

Bud: So you girls want to become professional golfers?

Linda: Yes, we think we do. Give us the scoop on it.

Bud: The scoop?

Debbie: You know—the time, the money, and the skills we will need to become professionals.

Bud: That's a big order. Make yourselves confortable. This will take awhile.

(Girls are seated.)

Linda: Great—we have plenty of time but not much money.

Bud: You're going to need both for professional golfing. There are two roads you can take—one leads to a club professional and the other to a tour professional.

Let's start with the club professional—that's easier than touring but, of course, the pay is not as high. A club member would begin by working at a golf club for at least 40 months. There are a number of jobs related to golf; so you might begin in the rack room by cleaning clubs. You might also work as a clerk. You would be ordering and selling golf merchandise. After a while, when you have proved your ability, you might even be teaching professional lessons at the club. That would take lots of practice to acquire certain skills.

Debbie: What skills are needed?

Bud: Well, in addition to your experience as an employee at the Golf Club, you must also train under a PGA (Professional Golf Association) professional. You must attend two of the schools set up by PGA. There you must pass a written test as well as demonstrate golfing skills. You would play 18 holes at a score of 76 or 77. After that, you would be ready for an interview with a committee of professionals in your immediate section. If you are approved, you will have your PGA membership. Then you'll be ready for a career as a club professional.

Linda: Good enough. Now what will it take to become a tour professional?

Bud: Now you're talking about the top professionals. Before you get involved in that, let me tell you some hard facts. Of all people who tee off for a professional tour only about 1 percent make it. That means about 99 percent better think about jobs *related* to pro golf.

Debbie: I'm still not discouraged. Give me all the bloody facts.

Bud:"Bloody" is an accurate description, Debbie. I've seen players on the course so long that their feet are *very* bloody. This game takes lots of stamina, endurance, coordination, self-discipline, and good eye sight.

Linda: Wow! That's a big order.

Bud: You bet. The player who hopes to be a pro will be on the road five years to prove his ability. Lots of time and money will be spent. Maybe 3 percent of those who start on the road will make it to the PGA schools. Then, as I said before, the final number selected from the schools will boil down to 1 percent.

Debbie: When we face these odds and we're still interested, what comes next?

Bud: When you're still interested after realizing that most pros have played all their lives, then I'd say go to a high school and college that have strong golf teams. Get recognition. Golf equipment companies may be willing to sponsor you. Apply for entrance in one of the two qualifying professional schools. Your golf instructor will help you with the application. At this pro school you must complete about 72 holes and then you will be sent to another school. Finally, only about 25 or 30 are chosen to play on a tour.

Linda: How much money does this take?

Bud: Bushels full—that's why you'll need a company or a rich individual to sponsor you. You'll have lots of travel expenses plus these items (1973): three pairs of shoes at $50 to $75 a pair; clubs at $300; bag at $200 to $300; balls at $1.50 each (and you'll need 200 to 300); lessons each day at $6.00 for each half hour; green fees from $5 to $25; a caddy for $10.00; and entry fees that will begin at $50.00.

Debbie: I guess women pro golfers make as much as the men pro.

Bud: Wrong, Debbie. The purse for women is improving, but there is a big difference in their earnings. A man could expect to earn $35,000 when a woman would make about $3,500 for the same skills and experience.

Linda: Tain't fair! No wonder people get uptight about women's lib.

Bud: I read a recent article about better pay for women golfers. It's improving. Be sure to keep up with current articles in newspapers, *Golf Digest*, and other sports magazines.

Debbie: I've learned a lot since that day you told me what a rabbit is, Linda. I guess It's time for us to hop into action.

Linda: Right on, Debbie. Thanks a million for all your help, Bud. We've got a lot to think about.

The Money Grabbers

Houston Chronicle Feb. 28, 1973

BY BRENDA BEUST SMITH
Fashion Editor

Five years ago, professional golfer Gerda Boykin was playing in tournaments where the total purse amounted to $30,000.

Today, first place alone commands that much and more, and combined prize money runs over $135,000 (at the upcoming Colgate-Dinah Shore Winners Circle, April 12).

Gerda, who was born in Germany and is a teaching pro at River Plantation when hot making the pro tour, recalls that in her early tournaments, a $3000 first prize for women was good money.

But come March 7, she and some 100 of the national leading golfers will be competing for a $20,000 first prize at the S&H Green Stamps Ladies Golf Classic at the Westwood Country Club.

Total purse for this 54-hole tournament, which will last through March 11, is $100,000.

That's not a bad rate of gain for just five years. "Things are definitely looking up," Gerda says.

In a $25,000 tournament, the money spots might extend down to 38th place, with a $100 prize. But now the golfers have a chance for 50 money spots, with last place taking home $200.

Of course, the ladies have a long way to go before they hit the $500,000 heights men's pro tournaments have, or the $100,000 first-prize money. And Kathy Whitworth's top 1972 earnings of $65,063 represent a major increase for women even though top moneyed golfer Jack Nicklaus took home over $320,542 in prize money last year.

These figures don't include the added income from endorsements and other side activities.

Back when Gerda first came to the United States, some 12 years ago, there were only 28 or 30 professional women golfers who regularly played the tour. Today there are an average of 80.

Part of the increased popularity, Gerda believes, is due to good promotion. "Once you can get a major company to sponsor a tournament, the others see how much publicity can result. It sort of snowballs."

Television has been the best promotion of all, she says. "This year we will have four tournaments televised, and that will help tremendously."

As good as the money is getting, it still is hard to make ends meet as a professional woman golfer, Gerda says.

"I play little more than half of the tournaments on the tour each year, around 20. Last year I made a little over $12,000, but my expenses will run around $7000 or $8000. If you play the whole tour, it would probably cost around $10,000 to play. I pay more because I fly home instead of going from one tournament to the next."

It used to be, she says, that you could get by on $150 to $200 for a week, but now your expenses are up to $300 to $350.

The upcoming classic is the first $100,000 tournament on this year's tour. Proceeds will benefit the Texas Institute for Rehabilitation and Research. Individual tickets are $2 for each of the pro-am tournament (March 7) and practice rounds (March 8). Opening day of the tournament, March 9, tickets will be $3 apiece and admission on the final two days (March 10-11) will be $4 each day.

Tickets for the entire tournament can be purchased for $8 from local public and country club pro shops, from members of Women's Golf Charities, Inc., or from the TIRR volunteer office. The advance tickets will be on sale until March 3, and will be good for the pro-am tournament, practice round and all three days of the tournament.

The Case of the Elusive Penguin, Or THE TAXIDERMIST'S GIFT

The Houston Chronicle – March 7, 1973

BY SHIRLEY PFISTER
Chronicle Staff

THERE'S NOTHING more awkward than a second-hand penguin. Especially, when it's yours.

First of all, what do you do with it once you've got it?

When James M. Elliott Jr. inherited a small Humboldt penguin, the bird was already a four-time loser. A warm weather native of South America, it had died in a Stateside zoo. Zoo officials bequeathed the body to a veterinarian, who, in turn, passed it on to a friend.

The mortal remains of the penguin, still clad in its natural but lifeless tuxedo, finally wound up on Elliott's door step.

As an amateur taxidermist, Elliott was pleased with the gift. Within a matter of weeks, he had turned the 8 to 10 pound bird into the largest stuffed animal in his collection. It measures 21 inches from head to webbed toe.

"I have 65 trophies I've mounted myself," says Elliott, a year-round hunter and fisherman. "My collection includes migratory fowl, fish, squirrels, raccoons, and the heads of coyotes, foxes and bobcats from Texas all the way to Jackson Hole, Wyo.

"I have a representative sample of most all the water fowl found in the state."

When Elliott, an industrial paint salesman, took up the taxidermy hobby five years ago, he found that serious study was part of the bargain.

"I have studied birds considerably," he says, "as far as habitat, breeding grounds, moulting stages and anatomy. If you want to mount a bird, you have to know its bone structure, wing position, feet position. You have to know how it flies and sits, as well as the differences between a young bird and a good mature bird. You have to know shape.

"You can't consider the bird a trophy unless it has full color and plumage. It's like the difference between a 4-point and 14-point buck.

"In mounting animal heads, you have to know facial structure and characteristics. You can't just shoot a bobcat, skin it and put it together. You have to know its shape before you shoot it."

Taxidermy, like surgery, requires knowledge of the inner workings of the body. This necessitates dissection and examination.

Elliott also carries on his study through binoculars and books.

"All my life I have literally crawled up to birds and watched them," Elliott says. "The more I watched, the more I decided I wanted my own collection. I apprenticed myself to a Houston taxidermist for two years."

Today, Elliott mounts 90 percent of all trophies himself in his northwest area home.

"Doing your own mounting adds so much to hunting and fishing," he says. "The pleasures of working on an animal yourself are much greater than having someone else do it for you. Also, professional taxidermy is quite expensive.

"To have a duck mounted costs between $50 and $60. A goose runs $65 to $75. Fresh water fish are $2.50 an inch. Salt water fish go up to $3 an inch."

His most unusual mount, a matched pair of black bass on a single plaque, would have cost him over $120. On his own, the job was six times cheaper.

"In taxidermy," Elliott says, "materials cost very little. You are charged according to the amount of time the work takes. Timewise, the cost is almost unbelievable."

Though mounting takes only two or three days, the entire process involves a week or so of drying and setting. Colors must also be painted in.

"Taxidermy is expensive because it is tedious and demanding," Elliott says. "One slip of the brush, and you must start over. To get a fish or bird or deer back to the way it originally looked, takes an artist."

Taxidermy is not a hobby for the impatient.

After the dead animal has been skinned, it must be defatted. This involves trimming all fat away from the skin or hide. A borax solution is then poured inside the body cavity to dry it. All meat is stripped from the bones. Brains, eyes and tongue are then removed, leaving the skull exposed.

Next, a body is shaped out of excelsior and wrapped with string. Wires are fashioned which will hold wings or legs. The excelsior body is then placed in the animal. Cotton is added to pack and fill out the structure.

Wings, legs or other moving parts are then wired in place. The body is sewn shut with needle and thread.

As clay is added, the head takes shape. Glass eyes are put in place.

"Then you put the animal on the wall, or hang it, for further shaping," Elliott says. Cardboard is attached to the wings or forefeet to brace them, then pinned in place.

"The animal should remain this way for drying, about a week to 10 days. After it is dry, you remove the cardboard, making sure the parts of the body are in their correct positions.

"Finally, you paint the beak, feet or claws."

As Elliot uses oil paint, drying time must also be allowed for this procedure.

"Painting is usually necessary on fish or birds," he says, "because once the animal is skinned it begins to lose color."

Elliott's goal is to someday mount a lifesize bobcat. He also dreams of a rare Wyoming black buck antelope. But to stuff large animals, he explains, would take more than home facilities. Space is important.

His current collection includes some animals which have since joined the protected species list. There's a three-pound barred owl and two ducks now completely closed to hunters — the red head and the canvas back.

"I've hunted and fished all my life," says Elliott, 30, a native Houstonian. "I like animals. I like to be around them and to have them around me.

"Besides, taxidermy is a conversation starter; it's educational. My son Mike, who's 13, knows as much about animals now as I do. He makes many hunting and fishing trips with me."

Last season, Mike killed his first buck. Elliott's wife, Betty, and daughter, Karen, 11, also share an interest in the sporting life.

"Taxidermy is something the whole family can enjoy," says Elliott, "because you get to see wild animals closer than most people ever will. You come to understand what they're doing and what they're going to do. You study their habits, their habitats.

"When you take your children to the zoo, they can recognize animals as more than just something pretty.

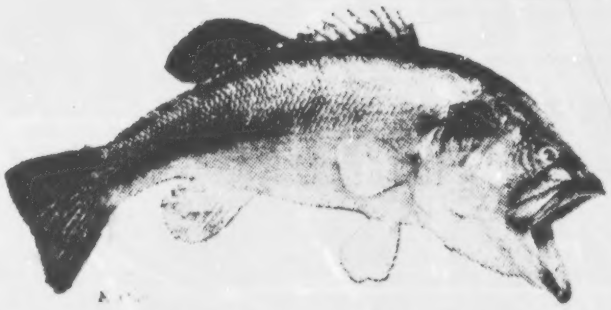
"I believe Mike's interest keeps him out of bad things such as dope. It focuses his attention on the outdoors."

Anybody who helps his dad stuff penguins can't be all bad. At least, Elliott thinks so.

Taxidermy No Hobby For the Impatient

COYOTE

SOUTH AMERICAN NATIVE
Elliott Received Dead Penguin as Gift



LARGE MOUTH BLACK BASS
One of a Matched Pair Elliott Caught

GROUNDED WATER FOWL
Wings of Wood Duck Are Pinned for Drying

A WRESTLER
...Mary Elizabeth Schell

Paul Boesch is a well known Houston athlete. His wrestling skills, television personality, and managerial abilities have brought him fame, but these great accomplishments are overshadowed by his strong humanitarian traits. Continuous athletic exercises combined with constant concern for all people have brought him dignity, respect, self-satisfaction, and a good income. These are the goals for career education.

The secret of success in wrestling, as in any other field, is the ability to know yourself and to plan ahead wisely. This means finding your own field of interest and then becoming involved as an active participant.

"Start young," Mr. Boesch says. "Realize that your daily habits are building abilities physically, mentally, and emotionally. Avoid all excesses—eating, sleeping and playing." Current excesses are the easy way out, but they lead to prolonged future problems that may be difficult to solve as you grow older. Those few drags on a cigarette may lead to a nod of approval from the crowd, but the complications that often result will drive away those fair weather friends.

If you enjoy wrestling, Mr. Boesch suggests that you get involved in school athletics. Also enroll in training classes after school. This can be done at the YMCA, Variety Boys' Club, Red Shield Boys' Club, some country clubs, or other centers that offer athletic instructions. You should also plan to talk with athletes who will share first-hand experiences. Ask about current qualifications and opportunities. Mr. Boesch names present advantages and disadvantages (1973).

ADVANTAGES

high pay—any high risk job usually means high pay
longer career life than most sports
opportunity to meet new, interesting people
assets to carry into the business world after wrestling career ends
travel—if you are single

DISADVANTAGES

constant risk of injuries
no insurance for ring injuries
insecurity
travel—if you have a family

Mr. Boesch's willingness to share his time and talents has given him a rich, full life. He spends a great deal of time as a volunteer in youth activities. The Variety Boys' Club, schools, and other youth centers know they can always depend on him for help. He is also a regularly scheduled speaker at the pre-release center for prisoners. His subject "Good Citizenship" is believable because he lives by the rules he suggests. The old quotation, "your actions speak louder than your words," is an accurate description of Mr. Paul Boesch.

Compact, portable
Machines to pluck game

American technology just won't ease up. And neither will the tub-thumpers of the country.

Last week it was something for the fisherman-camper. A travel trailer camper that also doubles as a bass boat trailer.

This week it is something for the hunter. A compact, portable bird plucker. An electrically-driven machine that defeathers game birds of any size, from mourning doves to snow geese, according to a news release just delivered to hand.

THE NEW DEVICE IS called Duck-A-Minit. It utilizes two rotating rubber rollers that rapidly open and close to simulate a hand plucking action used on dry game birds. It also takes care of the thick down on ducks and geese, its manufacturers claim.

The unit is said to be much gentler than the standard plucking machine which uses hard rubber "fingers" in rotation against a hand-held bird to remove feathers. They say average sized bird de-feathering takes only "a matter of minutes, which actual time you can ascertain for yourself.

THE DUCK-A-MINIT'S plucking system uses a one-quarter horsepower motor, and contains a vacuum system for collecting plucked-out feathers in a removable container. It is 31 by 15 by eight inches in size and weighs 50 pounds.

Finally, Duck-A-Minit is priced at $229.00.

At today's commercial plucking-processing plant prices, that comes to about 305 ducks and geese.

Trinity below dam on a 'rise'

NEWS FROM THE DAM SITE — The Trinity River below the Lake Livingston dam is on a new rise, one that is likely to remain that way throughout most of the spring, if not through the summer as well.

Lloyd Hughes of the Dam Site Marina said Friday four of the dam gates were opened at 1 p.m. Thursday, causing the river to rise some five to six feet. The primary purpose of this, Hughes said, is to provide water for the Trinity River area rice farmers to the south.

BUT SINCE THE OPENING, the river fishing perked up again. Hughes said he saw a stringer of about 200 white bass Thursday afternoon, and Friday morning there were a couple of 100 crappie catches made by night fishermen, using boats.

"The white bass," Hughes said, "seem to be right up against the dam again. But the crappie are still 400 to 500 yards down-river. It is likely they'll be moving up closer to the dam structure now, too, because of that strong flow of new water."

HUGHES SAID THE TRASH cleanup work has continued all week. And the increased fishing activity once more has produced more littering, as in the past, even though there are now trash receptacles available for dumping the junk. But the scene is something better than it was, Hughes said.

A big bass; a big party boat

Lake Livingston guide Larry Senf, who operates out of Stanford's Marina, escaped our recent foul fishing weather here by taking a fishing vacation to Florida.

AND HE BROUGHT BACK a prize 12 pound, 14 ounce black bass, caught out of Lake Jackson, a Florida big-bass heaven. His companion, Harold Dees of Champaign, Ill., who fishes Lake Livingston often with Senf, also strung up a 10-pounder on the trip.

I am sworn to secrecy as to what Larry used to lure that big one onto his hook. You'll have to get that info from Larry himself. But he'll tell it to you, maybe, very quietly.

● **THE PARTY BOAT,** Miss Paula, formerly known as the Captain Doc, will be making its maiden voyage Saturday for its new owner-skipper, Pete Tijerina, who recently bought the boat with the help of a Small Business Administration loan. The party boat will take out fishing parties throughout Galveston Bay, operating out of its Texas City Dike headquarters. It's a five bucks per person deal on morning or afternoon trips into the bay.

● Michael Rienlets of Houston, a member of the Reagan DeMolay Junior Rifle Club, has been awarded the Distinguished Expert Medal, the highest rifle qualification award in the nation, by the National Rifle Association.

By HARV BROUGHTON
Post Outdors Editor

The Houston Post March 11, 1972

Describe the Duck-A-Minit machine used by hunters.
Make or draw two other machines that would be helpful in the Hospitality and Recreation field.

ONE, TWO, THREE – YOU'RE IN

- - - Mary Elizabeth Schell

(Information obtained from Mr. Bobby Risinger, Assistant Publicity Director for the Astro Baseball Club)

The "in" crowd of baseball professionals is made up of athletes who pushed their drive right into home base. These men kept their eyes on the ball throughout all the plays. Most of them became involved as youngsters. They took part in school and Little League Competition. They tried it; they liked it; so a sense of dedication and action enveloped their lives.

Professionals warn young men that "ambition can be a grievous thing" when the odds are 500 to 1. That is the ratio of potential pros to those who finally make it. Statistics bear out these figures when you count the number of professional teams in this country. At the present time (1973), there are only 24 pro baseball teams in the United States. There are 25 players on each team; so a quick check of multiplication shows 600 pro baseball players are now in this nation. The optimist, however, points to the fast growth of ball clubs. In 1961, there were eight clubs. In 1969, there were 20 clubs. Now there are 24.

After reading these statistics, if baseball still appeals to you as a profession, you should become involved in school and Little League Competition. "Play as often as possible," says Mr. Bobby Risinger, Assistant Publicity Director for the Astro Baseball Club. "Major League Scouts are in most areas. They watch youth games. If a boy has potential, the Scouts will probably start him at the lowest baseball level—Class B. As he improves, he will move to Class A. With more improvement, he will move to AA, and then to AAA. The AAA is one step below a Major League. A player will probably take four to six years to get from Class B to Major League. During those four to six years, his annual salary will be on the average of $9000. After advancing to Major League, his salary will be based on his individual performance on the field. Since his average playing years are from age 18 to 39, he will try to negotiate for as high a figure as the manager will agree to pay. The minimum salary for a Major League player is $14,000."

Professional baseball players belong to a Players' Association. This means a labor lawyer represents the players. Pros are glad to pay the Association fee because the lawyer represents their interest in securing high salaries and good working conditions. Each player agrees to a salary on an individual basis. His record for the past season helps determine his pay. All pros must agree to go when and where practice and games are scheduled.

One disadvantage of baseball is the time spent away from the family. Players can expect to be away from their families 50 percent of the time. All expenses are paid for the players when they are on the road.

There are 162 games each year. Ball players can expect to play five or six, maybe seven, days a week. Training begins in March. The baseball season ends the last day of September. From October to March, baseball pros are able to prepare for or take part in other careers.

The American public is now demanding more and more sports events, but investors are cautious about funneling money into a multi-million dollar venture until they are convinced that the crowd will pay heavy gate profits. Enthusiasm must be generated with winning streaks, and yet, except for ties, each game means 50 percent of the players will be on the losing end of the score board. Many spectators are not tolerant or eager to return when their team has losing streaks. Investors evaluate the crowds as well as the players. That is how they determine the new clubs to be built and the individual salaries to be paid. "The name of the game is profit."

Follow-up Exercises For Honor Students in English

I. After reading the story, locate and identify examples of the following:

   A. Figures of speech
   B. Modern quotations
   C. Clichés
   D. Idioms
   E. Parodies

II. Write a research paper (one page) on predicted ball clubs. Give reliable sources of information.

III. List related careers that assist with pro baseball.

KICK THAT GOAL

- - - Mary Elizabeth Schell

(Information obtained from interviewing Mr. McLemore, Publicity Manager for the Houston Oilers.)

Football is a game of brains as well as brawn. Professional football players are college graduates who have proved their academic ability in the classroom as well as their physical skill in the field.

A college draft for new players usually takes place each February. This means Scouts have been watching college practice sessions and games all over the nation, and they are ready to suggest new pros. The Oilers, for example, have five full-time Scouts in addition to Scouting Combines. *Combines* are Scouts who combine their information by serving several pro teams at the same time.

"So you want to know what a Scout looks for in pro football?" Mr. McLemore asked. "I can tell you in a few words—speed, ability, size, and quick reactions. The average weight of a pro football player is 225 pounds, and his average height is 6 ft. 2 in. Linemen are from 250 to 270 pounds."

There are only 26 pro football teams in the United States. Each team has 40 players. This means there are only 1,040 pro football players throughout the entire country.

A pro football career is brief, but the pay is excellent. A pro cannot expect to play more than seven to ten years. During those years his work will begin in training camp each July. After that, the regular season will begin. It consists of fourteen games. Three hours of work-out per day will continue after the season begins.

Half of the season's games are on the road, and the other half are at home. Since the games are always played on week-ends, players do not have to spend a great deal of time away from their families. They travel by plane and are usually gone only overnight if the games are away from home.

The total number of games played each season does not count against the championship. The Oilers have six pre-season games scheduled. Two of the pre-season games will be played away from home, and four will be played in the Astrodome.

Excellent salaries are paid to the pros. Each player is paid according to his performance from the previous season. The first person drafted is considered the most needed player, and, of course, he will receive more money than the last person drafted. Each player bargains with his manager for his salary. A player who was not selected at all may become a *free agent.* This means he is free to deal with all 26 teams if they decide he might be an asset.

The order of the draft is determined by the number of games each team won during the previous season. The team with the lowest record gets the first draft. Then the next lowest team may draft a player. This method of selecting players continues until finally the twenty sixth team (the one with the highest record) drafts a player. On the twenty seventh choice, the team with the lowest record gets the second draft. This method continues until all players are selected.

In addition to the draftee's excellent salary, he is given fringe benefits, such as insurance. After five years of pro experience, he is also entitled to a pension.

Another method of earning money while playing football is through personal endorsements in advertising. A popular name in sports can sell products in the marketing game. The players may keep all additional fees they are paid.

There is also the possibility of an extra pay check if the team makes it to the bowl game. When the fans chant, "Kick that goal," the pros may kick *their* goal all the way to the bowl. There are 25,000 extra dollars in the bowl for each pro who plays there.

Jobs in Girl Scout Camps

For teachers ■ students ■ nurses ■ dietitians ■ business women ■ housewives

You'll get salary, full maintenance, and the supervisory experience needed for so many community or business ventures.

a PROGRAM CONSULTANT...shares knowledge and skill in a special field—music, art, nature, dramatics, etc. (Age: at least 18.)

b UNIT LEADER...lives with a small group of children; helps them enjoy working, playing, and planning together. (Experience as teacher, leader, or counselor. Age: at least 21. ASSISTANT: 18.)

c WATERFRONT DIRECTOR...supervises swimming, canoeing, boating, and water safety. (Current water safety instructor's certificate. Age: at least 21. ASSISTANT: 18.)

d BUSINESS MANAGER...handles correspondence, bookkeeping, and business details. (Training in business and typing. Age: at least 21.)

e HEALTH SUPERVISOR...directs the health education program; works and plays with both adults and children. (Registered nurse. Age: at least 21.)

f FOOD SUPERVISOR...manages all aspects of the food program — menu planning, buying, cost accounting, quantity cooking, food preparation, and serving. (Two years training in dietetics and institutional management. Age: at least 21.)

g CAMP DIRECTOR...coordinates and supervises all activities and personnel. (Must have experience in camping, administration, supervision, and know the Girl Scout program. Age: at least 25. ASSISTANT: 21.)

Write for more information about job opportunities in your local area or in distant places.

For referral to distant councils write
Girl Scouts of the U.S.A.
830 Third Avenue
New York, N. Y. 10022

Get in touch with nearest Girl Scout office listed in the local telephone directory. Houston's address is 1902 Commonwealth Phone 523-7315
(each council hires its own camp staff)

OPPORTUNITIES AT ASTROWORLD
(Amusement Park)

Information obtained from Miss Peggy Bolten, personnel office at Astroworld

Jobs
Ride attendants
Maintenance Crew
Clerks
Cashiers
Drivers
Cooks
Security Guards
Waiters and Waitresses
Actors and Actresses
Dancers
Singers
Musicians
Guides
Nurses' Aides
Wardrobe Attendants

ADVANTAGES
Happy environment
Exciting people
Numerous leisure hours
Fringe benefits: uniforms furnished and cleaned free; discount on food; free parking; Social Security; Workmen's Compensation Coverage

DISADVANTAGES
Seasonal work
Minimum wage for most jobs (1973 — $1.65 per hour)
Many applicants for each job (In 1973, approximately 10,000 applied for the 1,200 jobs)

QUALIFICATIONS

PHYSICAL

Minimum age—18 within the year hired; must be a student planning to be in high school or college again next year; also, hair style as explained below; cleanliness and good grooming required

HAIR AND DRESS CODE

Boys

No beard or mustache allowed.
Side burns must be short.
Hair must not touch collar and cannot extend over middle of forehead.

Girls

No jewelry except rings which must be conservative in size and number
Natural, outdoor look must be maintained, using minimum make-up
Any length hair but must be tied back if long (This is a requirement of safety laws.)
Hair style must be suitable for hats if required.

MENTAL

Grade points or grade averages considered
Outgoing personality
Good listener
Good conversationalist

EMOTIONAL

Dependable
Even-tempered
Pleasant disposition

OTHER REQUIREMENTS FOR EMPLOYMENT

Birth certificate, driver's license, or other proof of age
Full face application picture
Application forms completed
Personal interview on date assigned after application forms are reviewed
Transportation
Housing (no housing provided by Astroworld)
Completion of orientation for assigned job (Astroworld employees will give this training.)

HOW TO OBTAIN APPLICATION

Write:
Astroworld
Personnel Department
Post Office Box 1400
Houston, Texas 70001

In Person:
Astroworld
Personnel Department
9001 Kirby Drive
Houston, Texas

Phone:
Astroworld
Personnel Department
748-4500, Extensions 233 or 234

SCHEDULE OF WORK (1973)

Orientation Period—(any day assigned between March 19th and April 6th)

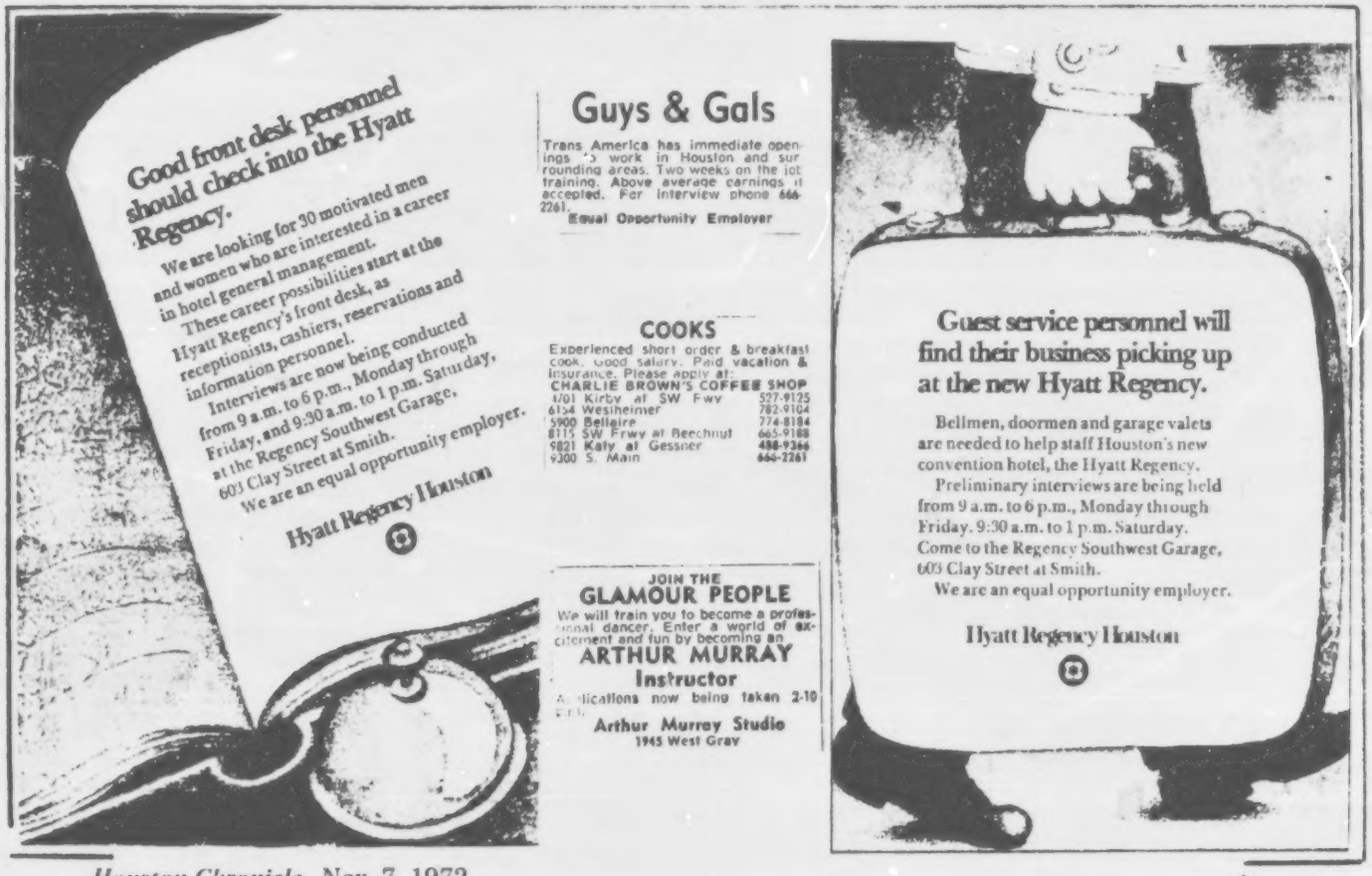
Spring—April 6th to May 27th weekends only

Summer—June 1st to August 26th—six hours a day for six days a week, free day will not be on week-ends

Fall—September 1st to October 28th—Saturdays and Sundays only

Winter—Christmas holidays only

Recreation property creates new jobs. Name some of the jobs connected with these ads.



Good front desk personnel should check into the Hyatt Regency.

We are looking for 30 motivated men and women who are interested in a career in hotel general management. These career possibilities start at the Hyatt Regency's front desk, as receptionists, cashiers, reservations and information personnel.

Interviews are now being conducted from 9 a.m. to 6 p.m., Monday through Friday, and 9:30 a.m. to 1 p.m. Saturday, at the Regency Southwest Garage, 603 Clay Street at Smith.

We are an equal opportunity employer.

Hyatt Regency Houston

Guys & Gals

Trans America has immediate openings for 3 work in Houston and surrounding areas. Two weeks on the job training. Above average earnings if accepted. For interview phone 666-2261.

Equal Opportunity Employer

COOKS

Experienced short order & breakfast cook. Good salary. Paid vacation & insurance. Please apply at:

CHARLIE BROWN'S COFFEE SHOP

4701 Kirby at SW Fwy	527-9125
6154 Westheimer	782-9104
5900 Bellaire	774-8184
8115 SW Frwy at Beechnut	665-9188
9821 Katy at Gessner	488-9366
9300 S. Main	666-2261

JOIN THE
GLAMOUR PEOPLE

We will train you to become a professional dancer. Enter a world of excitement and fun by becoming an

ARTHUR MURRAY Instructor

Applications now being taken 2-10 p.m.

Arthur Murray Studio
1945 West Gray

Guest service personnel will find their business picking up at the new Hyatt Regency.

Bellmen, doormen and garage valets are needed to help staff Houston's new convention hotel, the Hyatt Regency.

Preliminary interviews are being held from 9 a.m. to 6 p.m., Monday through Friday. 9:30 a.m. to 1 p.m. Saturday. Come to the Regency Southwest Garage, 603 Clay Street at Smith.

We are an equal opportunity employer.

Hyatt Regency Houston

Houston Chronicle—Nov. 7, 1972

1633 Clear Lake—
NASA AREA

FAIRMONT PARK
3-1½-2, new al brick colonial 10002 Belfast. Paneled den. All elec. kitchen. $20,450
FAIRMONT PARK SALES 471-4567

FRIENDSWOOD: 3 bedroom on 1-3 acre, fenced, assume 6¼% VA loan. $161 mo.
WORKMAN BARFIELD 482-3411

TRADITIONAL 3-2-2 attractive, all builtins, air, schools, shopping 6% interest. SAFECO 488-[illegible]

LEAGUE CITY: $3750 equity, attractive 3-2-2, separate living room, den.
WORKMAN BANFIELD 482-3411

FRIENDSWOOD: large limestone, 3½ acres, beautiful, on creek, wooded.
482-7701 O'FARRELL 482-7446

1635 Bay, Gulf Property

JAMAICA Beach Lots on Canal. Priced under market value. Will finance. JA 9-5500, NA 1-3745.

FIESTA Estates; 2 bedrooms, beach house on canal with fireplace, carpets, beamed ceilings reduced to $[illegible].
TEXAS REALTY 772-6161

BOLIVAR—2 LOTS
$1,300 449-3372

NEW BAYOU VISTA—On the Water 3-2 up. Inside stairs, 1-2, Rec. rm. & 2nd. kitchen down. A-C. Double lot. Private pier. HU 8-6484

BASTROP BAYOU — Near GULF
13 ACRE ISLAND CLEAR TITLE. OWNER. JA 8-5455 DAYS. 356-8707

PORT O'Connor, brick, heat, air, paneled. 2305 College Dr., Victoria, Tex. Call 512—573-7273.

ONE-HALF acre, large trees, free access to lake Livingston, mobile homes OK, park area, launching ramp. Priced $560. Terms. Houston 456-0556.

8 ACRES on Lake Livingston. 637 ft. of water frontage. Good water well. 48 ft wide boat ramp. Sacrifice. Home 646-3539, off. 646-3461.

LOVELY FURNISHED 2 bedroom cabin, 1¼ mile below Lake Livingston dam on Trinity River. 100 yrds. from excellent fishing. Owner. 694-0478.

CAPE MALIBU IS NOT SOLD OUT. BY OWNER. 3 lots CA 5-3261. 444-4974.

NEW LAKE LEVELOPMENT
Lake Livingston - waterfront and Lake views at sensible pre-developed prices. Call today for information. 697-2737.

TRINITY River. Beautiful wooded lot, and shoreline. Electricity, perfect home site. 477-4431, 644-0647.

1638 Mobile Home Sites

IMPROVED READY to move in. Lot 60x140. Owner finance. East Houston area. Other wooded sites. 75x150, 60x125.
EDMONDS & CO.
10028 JENSEN 697-3218

¼ ACRE lot By thicket Estates. Must sacrifice. Hwy 146, Rye Texas. 694-2313 or 695-3624 By owner.

LAKE SOMERVILLE
Beautifully wooded lot in development overlooking & adjoining Lake Somerville. Private parks, rest rooms & showers. Special mobile home section.
LOT $495 UP
PHONE HOUSTON 645-6887

NEW CANEY West: ½ acre for mobile homes, wooded, blacktop, street lights, water system. Buy like rent. 665-3379 231-2636

TRACT for MOBILE HOMES, In Developement on Coast. Elliott, 681-4936.

SOMERVILLE LAKE
1972 MOBILE HOME
Ready for use. Near lake. Privately owned. Phone Houston 645-6887.

LAKE CONROE Waterfront lots for mobile homes. Off waterlots as low as $3100. Hurry Limited offer during pre development. Office 225-0355.

LEAVING TOWN; Take up my pmts., ¾ of an acre, water, elec. paved sts. 443-0430.

2½ acres beautifully wooded mobile omesite $3,300
1.13 acres, heavily wooded in pine and oak, Streets $2,450
½ Acre lots, paved streets, Water, Wooded $2,195
100' x 150' Excellent site. Water, paved streets $1,995
356-8271

Many want ads from Personal Services cross over into the Hospitality and Recreation Career Field.

PREDICTIONS

VAST LEISURE IS PREDICTED BY YEAR 2000*

The year 2000 will be a great time for leisure living with homing devices in golf balls and trees that grow as fast as flowers, according to James Peterson.

Peterson, a professor of recreation at Indiana University and a specialist on recreation and parks for the extension service at Purdue University here, sees this prospect for the turn of the century:

A workweek of 24 hours with four-day weekends.

Playgrounds under the oceans, and giant domes creating total climate control over hundreds of acres of recreation land.

Trees growing as fast as flowers now grow and forest planted and harvested automatically.

Golf balls with homing devices and golf courses watered, mowed and tended by robots.

Artificial moons to turn night into day over broad areas of landscape.

"The problem for us today is that we haven't prepared for the leisure time we already have," Peterson says.

One of the most immediate problems facing recreation-minded Americans is the overuse of parks and similar natural areas. Limits may have to be put on how many people can be admitted at one time to the popular national and state parks, he says.

But Peterson say he thinks the problems of overcrowing may work themselves out in the long run as leisure time is spread over the entire week and entire year, rather than on weekends and summer months.

**Houston Chronicle* Sept. 2, 1972

HOSPITALITY AND RECREATION

As leisure time increases, the need for personal services increases. More and more cooks, kitchen workers, fountain and counter workers are needed each year. Hotel employees, transportation workers, and entertainment employees serve in personal services and hospitality-recreation career fields. "By 1975 employment requirements for service workers are expected to reach about 647,000, about 15 percent above the 1968 level."[1]

Students must remember that only a few stars will rise on the sports and entertainment fields. Plan realistically for careers in hospitality and recreation. This can be done in personal service or business careers that relate to leisure time. The experience gained in personal service or business can add to the knowledge and skill needed if one is to rise to a top position in hospitality and recreation.

[1] *Texas Employment Outlook to 1975 by Industry and Occupation.* published by Texas Employment Commission, July, 1971.

AMUSEMENT AREAS

ASTROWORLD: South Loop (IS 610) at Kirby. Family amusement and entertainment park with wide variety of rides, shows and other attractions on 60 acres. March 30-May 21, Sat., 10 a.m.-10 p.m., Sun., 10 a.m.-7 p.m.; daily summer schedule, May 27-Aug. 27, Sun.-Fri., 10 a.m.-11 p.m., Sat., 10 a.m.-midnight. Sept. 2-Nov. 12, Sat.-Sun., 10 a.m.-7 p.m. Admission - Adults, $5.50, children, $4.00. 748-1234.

OLD MARKET SQUARE: Bounded by Travis, Milam, Congress and Preston, the Square is the heart of an outstanding dining and entertainment area. It is a reminder that the city of Houston was founded in the area in 1837; and many old buildings dating to the 19th Century have been restored, remodeled and quaintly decorated to house some of the business establishments. Included in the area is the Buffalo Bayou Flea Mart, and nearby is Allen's Landing Park, where the city's fathers, John K. and Augustus C. Allen, first arrived to name their city after the hero of the Battle of San Jacinto, Sam Houston, first president of the Republic of Texas. 225-6260.

MUSEUMS

ALBERT THOMAS SPACE HALL OF FAME: 612 Smith in Albert Thomas Convention and Exhibit Center. Both permanent and transient exhibitions relative to nation's space program, with plaques to those named in Space Hall of Fame and personal items which Astronauts have taken on space flights. Mon.-Sat., 9 a.m.-5 p.m. Closed Sun. Free. 222-3561.

BAYOU BEND COLLECTION of Museum of Fine Arts: 1 Westcott Rd. A collection of fine 17th, 18th and early 19th Century American furnishings in Bayou Bend, 24-room former home of Miss Ima Hogg, daughter of first native-born governor of Texas, the late James S. Hogg. Open house 2nd Sun. of each month except August. Tours by reservations only. Two-hour tours scheduled Tues-Fri., every 15 minutes from 1:15-2:30 p.m. Wed.-Fri. every 15 minutes from 10-11:15 a.m.; closed Tues. morning, Sun. and Mon. Refundable deposit of $1 per person in advance to hold reservations. Limit 4 persons per tour; no one under 16; flat-heeled shoes. 529-8773.

CLASSIC SHOWCASE WAX MUSEUM: 3009 S. Post Oak Rd. Houston's only wax museum featuring 34 figures of personalities such as Jean Harlow and Howard Hughes and the custom-designed classic automobiles they drove. Mon.-Sat., noon-6 p.m.; Sun., 1-6 p.m. $1.50 adults, 50¢ children under 12. 621-2281.

CONTEMPORARY ARTS MUSEUM: 5216 Montrose Blvd. Presents constantly-changing exhibitions of art, architecture and design of the last 15 years and frequent programs of lectures, film programs and young people's art workshops. Tues.-Sat., 10 a.m.-5 p.m. Sun., 12 noon-6 p.m.; closed Mon. Free. 526-3129.

HARRIS COUNTY HERITAGE SOCIETY: Sam Houston Historical Park, 515 Allen Parkway. Several 'early Texas homes, church, bandstand restored and furnished; also a replica of Long Row, early Houston business building. Conducted tours Mon.-Fri., 10 a.m.-4 p.m.; Sat. 10 a.m.-2 p.m.; Sun. 1 p.m.-5 p.m. $1 adults, 35¢ children. 223-8367. (Free admission to Yesterday's Shop, "Long Row" and 1100 Bagby (antiques, unique souvenirs, gifts.) 223-8367.

HOUSTON BASEBALL MUSEUM: In Finger's Furniture Center, 4001 Gulf Freeway. Interesting collection of early and modern baseball memorabilia. Mon.-Fri., 10 a.m.-9 p.m.; Sat., 10 a.m.-6 p.m. Free. 225-1371.

MUSEUM OF FINE ARTS: 1001 Bissonnet. Repository of some of the most outstanding examples of world art, from ancient to modern works, with permanent and temporary exhibits of decorative arts, paintings, graphics, sculpture and artifacts. Tues.-Sat., 9:30 a.m.-5 p.m.; to 10 p.m. Wed., Oct.-May; Sun., noon-6 p.m.; closed Mon. Free. 526-1361.

MUSEUM OF NATURAL SCIENCE: Hermann Park at end of Caroline St. One of largest museums of natural science in Southwest, $5 million installation includes Hall of Medical Science, Hall of Space Science, Hall of Petroleum Science and dinosaur exhibit. Tues.-Sat., 9 a.m.-5 p.m.; Fri. & Sat., 7:30-9 p.m; Sun.-Mon., noon-5 p.m. Free. 526-4273.

(See also listing of Burke Baker Planetarium in Science section.)

RAILROAD MUSEUM: Four railway cars belonging to Gulf Coach Chapter of the National Railway Historical Society (P. O. car with baggage at one end, chair car, pullman and lounge-tavern car). Track 10 at Union Station, Texas Avenue at Crawford. Every Sunday, 1-5 p.m. 25¢.

SAN JACINTO MUSEUM OF HISTORY: San Jacinto Monument of San Jacinto Battleground State Park, off Highway 225 near Pasadena. Displays, including documents, maps, books, costumes and other memorabilia, emphasizing the cultural development of Texas under the two civilizations, Spanish-Mexican and Anglo-American, from Indian civilization to Texas's entry in the union, also houses a reference library and archives. Sept.-May, Tues.-Sat., 9:30 a.m.-5:30 p.m.; Sun., 10 a.m.-6 p.m. (closed on Monday with exceptions of Labor Day, March 2 Texas Independence Day, April 21 San Jacinto Day and New Year's Day when the latter three fall on Mon.); always closed on Christmas Eve and Christmas Day; June through Labor Day, museum open every day in the week at same hours listed. Free. 479-2421.

WASHINGTON-ON-THE-BRAZOS MUSEUM: Five miles west of Navasota, a new star-shaped million dollar museum tells the story of early Texas. Also at Washington-on-the-Brazos, founded in 1821 and twice the temporary capital of the Republic of Texas, are an authentically-rebuilt "Independence Hall" and the restored Anson Jones home, the last "White House" of the Republic of Texas. Museum open every day except Mon.-Tues.

WEATHERBY ARMS MUSEUM: 2510 West Ridge St., near Astrodomain complex. Collection representing arms, armor, torture devices from all parts of the world. Gift Shop. Tues.-Sun., 10 a.m.-6 p.m.; closed Mon. $2 adults, $1 children. 666-4341.

ROTHKO CHAPEL: Yupon at Sul Ross and Branard. Chapel, part of the Texas Medical Center's Institute of Religion and Human Development, contains 14 paintings by the late American abstract expressionist Mark Rothko; and in adjoining courtyard, standing in a reflection pool, is Barnett Newman's steel sculpture, "The Broken Obelisk," dedicated to the late Rev. Dr. Martin Luther King, Jr. Daily, noon to 8 p.m. Free. 523-6886.

BATTLESHIP TEXAS: At San Jacinto Battleground, off Highway 225 near Pasadena. USS Texas, 27,000-ton veteran of two world wars and a dozen campaigns, was first dreadnaught to become a state shrine. Now permanently moored, it is the flagship of the Texas Navy, the last survivor of the dreadnaught class. Tues.-Sun., 11 a.m.-5 p.m., closed Mon. 50¢ adults, 25¢ children, children under 6 free. 479-2411.

*From *Bayou City Banner*

ASTRODOME: Kirby Dr. at Loop 610 South. Officially the $31 Million Harris County Domed Stadium, the Astrodome is the home for professional and collegiate sports events, conventions, circuses, other spectacular attractions. Tours, 11 a.m. and 1 and 3 p.m. on all days except when day event is scheduled. $1 per person, children under 6 free. 748-4500.

ASTROHALL: Kirby Dr. at Loop 610 South. World's largest exhibition center, home of the Houston Livestock Show and Ringling Bros. and Barnum & Bailey Circus.

HOUSTON GARDEN CENTER: In Hermann Park off Hermann Drive. Public gardens containing more than 3,000 rose bushes, a bulb garden, a perennial garden with plants common to the Houston area, and a "Fragrant Garden," with each plant tagged in braille for the blind. Free. 529-5371.

ALINE McASHAN BOTANICAL HALL & ARBORETUM: 4500 Woodway in Memorial Park near IS 610 (West Loop). Center for the study of conservation and field botany and for those who wish to learn of the relationship of plants and animals. Trails open to public daily 9-6 p.m., Sunday 1-6 p.m. Self-guided tour of hall and arboretum, free. Two-hour guided tours available to groups by appointment only, $1 adults, 25¢ children for lecture and guided tour for 10 or more 681-8433.

MECOM FOUNTAIN: South Main at Montrose: Spectacular fountain with beautiful landscaping, lighted at night. Nearby is the magnificent Macom-Rockwell Colonnade and Fountain.

HOUSTON ZOOLOGICAL GARDENS: In Hermann Park, off South Main. More than 2,000 animals, birds and reptiles displayed in modern buildings and natural settings, one of the most unusual and exciting zoos in the nation. Oct.-March, 9:30 a.m.-6 p.m.; April-Sept., 9:30 a.m.-8 p.m. Free. 523-0149.

SAN JACINTO BATTLEGROUND: On Highway 225 near Pasadena. State park, monument and museum and Battleship Texas at site of historic battle where Gen. Sam Houston and his forces won independence for Texas from Mexico. San Jacinto Monument rises 570 feet above the Battleground, the tallest masonry shaft in the world. Elevator to observation tower makes last trip 15 minutes before closing. Sept.-May, Tues.-Sat., 9:30 a.m.-5:30 p.m., Sun. 10 a.m.-6 p.m. June-Aug., also open Mon., 9:30 a.m.-5:30 p.m. Elevator fee, 50¢ adults, 15¢ children. 479-2421. (See separate listings for Battleship Texas and San Jacinto Museum of History.)

BURKE BAKER PLANETARIUM: In Museum of Natural Science, Hermann Park, at end of Caroline at Hermann Park Loop. Spectacular skyshows presented through use of one of the world's largest projectors. Tues.-Fri., 2 and 4 p.m.; Fri. and Sat., 8 p.m.; Sat. and Sun., 2, 3, 4 p.m. $1.25 adults, 50¢ children under 12; children under 5 not admitted. Reservations advised. 526-4273.

MANNED SPACECRAFT CENTER of National Aeronautics and Space Administration: About 25 miles south of Houston on NASA Rd. 1 off IH 45. Self-guided walking tours available, without reservations, daily 9 a.m.-4 p.m. except on Federal holidays. Guided tours available Mon.-Fri., 9:15 and 11 a.m. and 1 and 2:30 p.m. with reservations for adults and children of school age. Historic space mission items on public display in NASA Exhibit Hall, and a film dramatizing space missions is screened every hour on the half hour. Free. 483-4321 for reservations, 483-0123 for general information.

TEXAS MEDICAL CENTER: Fannin-Holcombe Blvd. area. Approximately 200-acre center dedicated to excellence in research, education and patient care, one of the most progressive medical complexes in the nation, with world-famous developments contributed in the fields of cancer and heart diseases. Major institutions include 8 in-patient hospitals, two medical schools. Visitors may drive through the center free if their stay is no longer than 20 minutes. Group tours can be arranged. 528-5321.

CIVIC CENTER

ALLEY THEATRE: 615 Texas Avenue. One of major dramatic theatres in nation, with main hall seating nearly 800 persons. Tours Mon.-Fri., 12:45 p.m. $1. 228-9341.

CITY HALL: 900 Brazos. Seat of Houston's municipal government. 222-3011.

FEDERAL BUILDING: 515 Rusk. Home of many federal administrative offices. 226-4011.

HOUSTON PUBLIC LIBRARY: Central Library at 500 McKinney. Large assortment of books, periodicals, technical journals; an outstanding research collection in the Texas Room; children's section; frequent exhibits and other special events scheduled. Mon.-Fri., 9 a.m.-9 p.m.; Sat., 9 a.m.-6 p.m.; Closed Sun. 224-5441.

JONES HALL FOR THE PERFORMING ARTS: 615 Louisiana. Among the finest and most modern cultural centers in the nation, the $7 million Jones Hall is the permanent home of the Houston Symphony Orchestra, Houston Grand Opera Association, Houston Ballet Foundation and Society for the Performing Arts. Open Fri. at 2 p.m. only for tours, reservations required 24 hours in advance; junior high school age or older. Free. 222-4939.

SAM HOUSTON COLISEUM AND MUSIC HALL: 810 Bagby. Two separate entertainment areas, one arena-style, the other theatrical, where entertainment specials, sports events and shows from Broadway and Hollywood are presented. 222-3561, 222-3267 or 222-3487.

U. S. POST OFFICE: 401 Franklin. Central office of U. S. Postal Service. 226-5221.

INDUSTRIAL

PORT OF HOUSTON: At head of Houston Ship Channel, dredged extension of Buffalo Bayou, which created the nation's third largest port of an inland city, 50 miles from the Gulf of Mexico. Visitors can see the turning basin and docks from an observation platform atop Wharf 9, (Gate 8, Clinton Drive). Daily, 8 a.m.-6 p.m. Free. 672-8114 or 225-0671.

HOUSTON SHIP CHANNEL: For inspection tour of one of the greatest industrial complexes in the world, the visitor can take a cruise along the Houston Ship Channel from docks of the Port of Houston to San Jacinto Battleground on the Motorship Sam Houston. Inspection boat usually makes two two-hour trips daily (except Sunday) at 10 a.m. and 2 p.m. (Sunday, 10 a.m.). Reservations must

VARIETY

HOFBRAUGARTEN GERMAN VILLAGE: Near Gulf Freeway (IH 45), on Farm Road 517, Dickinson-Alvin exit. Unique German village complex with beer garden, restaurant, bakery, delicatessen, nursery garden; with live animals, dancing and, on weekends, entertainment by an old-fashioned "oom-pa-pa" band. 488-4262.

LAKE HOUSTON: Follow Humble Rd. (U.S. 59) to Atascocito Rd. (FM 1960) or Mt. Houston Rd.; or follow Beaumont Rd. (U.S. 90) to King Parkway. About 30 minutes from Downtown Houston, the 14,000 acre Lake Houston supplies water for the City of Houston and recreation for Harris County. Fishing, boating, swimming, water skiing, camping. Launching ramps and docks, concession stand, running water, rest rooms available in Harris County's 327-acre Deussen Park.

SYLVAN BEACH & PAVILION: Near LaPorte on Galveston Bay. Open all year for fishing, swimming, boating. Boat launches, picnic and playground, air-conditioned banquet and dance pavilion for private parties. Frequent public dances. 471-2090.

SPEAKERS

Mr. Bill Reeves . . . . . 748-4500 Ext. 233 or 234
or
Miss Peggy Bolten . . . . . 748-4500 Ext. 233 or 234
Astroworld

Miss Rita Estes 526-1755
Owner of Public Relations Agency

Mr. J. J. Manes 673-5268
Retired rock collector

MEDIA

FILM	*NUMBER*	*TIME*
Discovering the Music of Latin America Traces history of Latin music and popular dances, Film Associates	M-4542	
Jasper Holiday A vacation at Jasper National Park	M-4719	14 min.
Niagara Falls Parkland Exploring parks and other projects	M-4720	12 min.
Quebec Winter Carnival Pageantry of gaiety	4689	11 min.
Saskatchewan Jubilee A pictorial journey showing recreational facilities	L-4726	29 min.
Sights and Sounds of a City Canadian scenes of parks, playgrounds, golf courses and other interesting places	M-4725	14 min.
Ski Time in Jasper Shows trails in Jasper National Park	4713	5 min.
Waters of Yosemite Beautiful scenes with no narration	4701	9 min.
Winter Geyser Scenes of Yellowstone National Park, Wyoming	4702	7 min.
Yosemite National Park Its Geology, History and Beauty. Geological and historic scenes of Yosemite National Park	M-4536	19 min.
Catch the Joy The sport of dunebuggying	M-4900	14 min.
Moods of Surfing Abstract film that interprets moods of surfing against sights and sounds	M-4899	
Jackie Robinson	L-3868	

Media
Free Loans
(all 16 mm in color)

THE GOODYEAR TIRE & RUBBER COMPANY
1144 East Market Street
AKRON, OHIO 44316

Attention:
PUBLIC RELATIONS FILM LIBRARY

Please send me _____ (Title of Film)

for showing on _____ (Date) . Alternate showing

dates are _____ or _____ .

If this film is unavailable please send _____
I agree to return the film parcel post **insured** for $50. (fee 30¢) after showing.

Name _____

Title _____

Organization _____

Address _____

City and State _____ Zip _____

798-25 (4-67)

Titles *

1. *Anatomy of a Parade*—Thanksgiving, N.Y. City—25 min.
2. *One Tough Texan*—A. J. Foyt—21 min.
3. *A Checkered Second*—Canadian-American Challenge Cup—21 min.
4. *A Stretch of Imagination*—Amination of rubber mfg.—26 min.
5. *The Blimp*—Identified Flying Object—15 min.
6. *The Magic Touch*—Chemical Wonders in Mfg.—22 min.
7. *The Magic of Disneyland*—22 min.
8. *Just To Prove It*—Men who test tires—27 min.
9. *Test Drive for Safety*—Professional test drivers—13 min.
10. *Turn Left at Charlotte*—Teamwork in a family—21 min.
11. *4 - 5 - 6 Plus*—A man who drove faster than 600 m.p.h.—13½ min.
12. *It Sure Went Up in Smoke*—Drag racing—21 min.

* and Others

HOSPITALITY AND RECREATION PRINTED MATERIALS
BIBLIOGRAPHY

E=Excellent
G=Good

By Mrs. Mary Belt — Fondren Junior High School

Evaluation	*Pamphlets*	*Source*
E	"Camp Counselors"	Texas View
E	"Jobs in Outdoor Work"	SRA Job Family Series Booklet
E	"Career Briefs"	Dest-top Career Kit

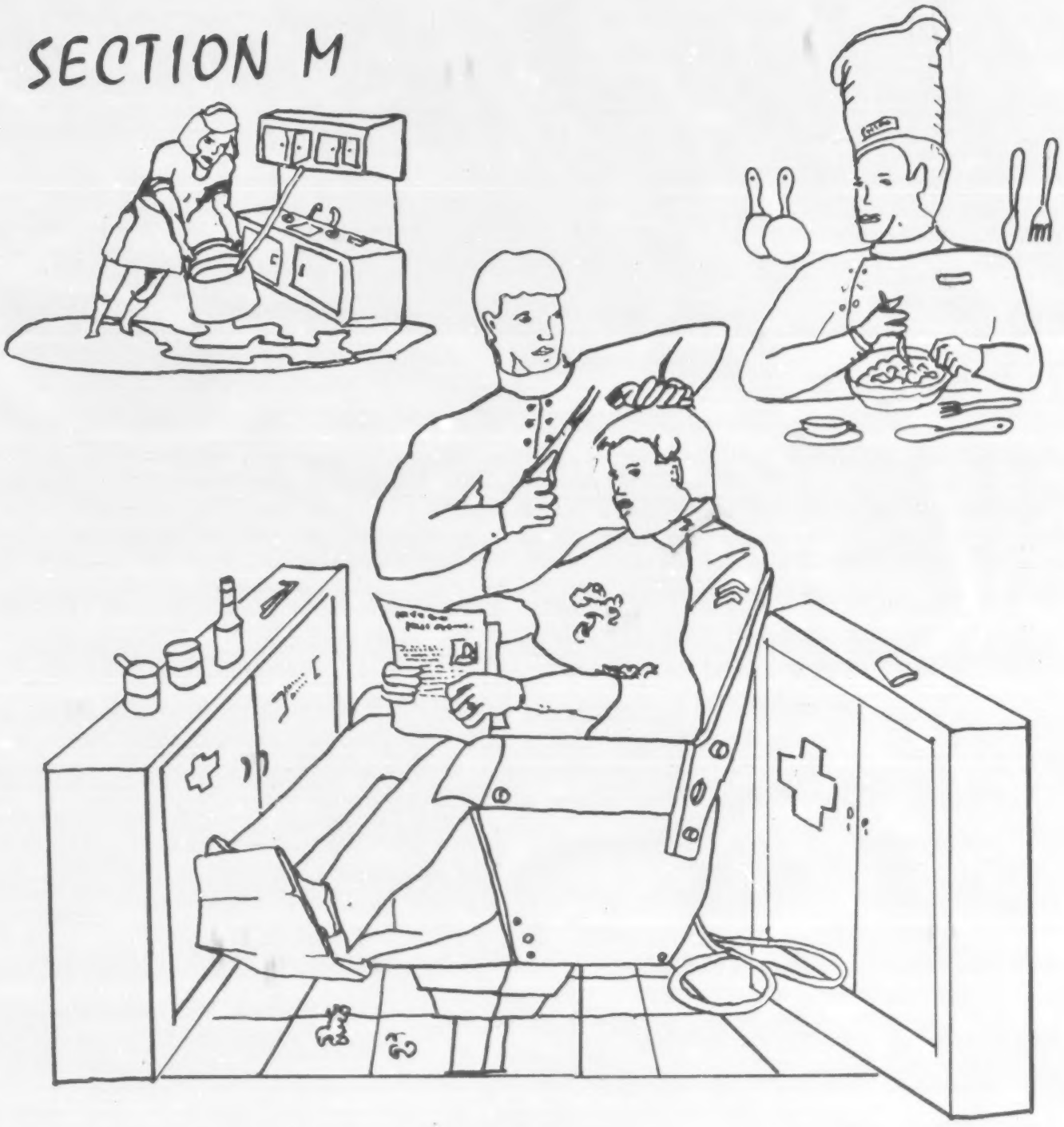
Magazines
- - - Mary Elizabeth Schell

Boy's Life
Sports Illustrated
Ceramic Arts and Crafts
Popular Science
Electronics Digest
Teen Magazine
Ceramics, the World's Most Fascinating Hobby
Tennis: Magazine of the Racquet Sports
Camping Journal
Coin World
Theatre Crafts
Surfer Magazine
Ski
Skating
Popular Photography
Junior Miss
McCall's Needlework and Crafts
Stamps
Golf Digest

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Visit places of work.
Know your Social Security Number and Laws of U. S. Department of Labor.
Practice writing letters of application. Keep your resume up to date.
Do volunteer work.
Keep up with changes in the working world.
Attend classes in careers and related subjects.
Interview friends, relatives, neighbors, civic, and business leaders.
Make your own visual aids.
See films on careers.
Check magazines and newspapers.
Join clubs. Find hobbies and crafts that tie in with your interests.
Send for government bulletins and information from schools and business leaders.

SECTION M



PERSONAL SERVICES CAREERS

CLASSROOM PRESENTATION OF THE CONCEPTS AND PROCEDURES OF PERSONAL SERVICES CAREERS

I. Behavioral Objectives

A. Eighty percent of students will identify with immediate opportunities in the personal services field.

B. Sixty percent of students will observe work in a service career.

II. Instructional Procedures

A. The current and predicted growth in opportunities for workers in personal services careers will be shown through pictures, charts, and stories.

B. The inability of machines to replace people in many personal services careers will be clearly shown through examples.

C. First hand experiences will be demonstrated by people on the job.

STUDENT ACTIVITIES

Each student will complete two or more of the following activities.

1. Interview a barber or a beautician. Follow the guide your teacher has in the appendix of the "Introduction."

2. Write a letter to the State Board for information on requirements for becoming a barber or a beautician. The address is— Texas State Board of Hairdressers and Cosmetologists or Texas State Board of Barbers, Austin, Texas.

3. Invite a beautician or a barber to visit class. Check with your teacher to verify date.

4. Bring pictures of the latest hairstyles to class. If possible, show the best cut for various shapes of faces.

5. List health foods suggested for a daily menu.

6. Demonstrate exercises for weight reducing. Tell the number of times each exercise must be done daily to lose weight.

7. Pretend that you are selling weight reducing equipment. Let the class know the advantages of your equipment over other methods of reducing.

8. Volunteer as a tutor for a child who needs help with reading or math. Ask your teacher where you may go for ideas in making teaching aids. Be diligent in your tutoring. Keep records of the time spent and the progress made.

9. Interview a shoe repairman and share the information with the class.

10. Accept a job as a babysitter. This may be for one evening or for a regular schedule of evenings. Give the class pointers on how to be a good babysitter.

11. Read or write letters for an elderly person. Keep a record of the time and activities in which you were involved.

12. Entertain elderly people with a program which you have prepared. Give the class a preview of your program.

13. Call a volunteer or civic club to offer personal services for the elderly or bedridden patients. You may agree to shop for groceries, obtain a newspaper, mow the lawn, or make minor repairs. Be dependable. Share your plans and activities with your teacher.

14. Visit a laundry. Interview the manager or owner. Find out what qualifications and duties are expected of the workers in the laundry. Share your information with the class.

15. Go to a washeteria. List the advantages and disadvantages of coin operated washing and dry cleaning machines.

16. Make a poster of personal services jobs.

17. Collect pictures of personal services jobs.

18. Make an exhibit of personal services shops.

19. Organize a baby sitting agency. List your requirements for sitters. Tell methods of advertising your agency. Call the City Hall to find out whether you must have a permit for your agency.

20. Pretend that someone in your family is ill. Your parents work and you have been asked to interview applicants for a housekeeping job. Tell the applicant what you expect of him. Also tell him what he can expect of you (wages, fringe benefits, and hours to work).

21. Clip want ads that deal with personal services. You may include ads from help wanted or from persons who want to work.

22. Find a story of a personal services worker. Look in recent newspapers and magazines.

23. Prepare slides on personal services.

24. Compare old and new ways of performing personal services in at least three jobs.

25. Interview an employee in a hotel or a motel. List his duties and his wages.

26. Arrange an on-the-job visit in a cafeteria or restaurant. Make notes on what you learn.

27. Demonstrate to the class the manner in which to approach a customer if you are a waiter or a waitress. Let your imaginary guest order and then serve him. Do research on the proper way to serve.

28. Take notes on the films or guest speaker. Write a thank you letter to the guest.

29. Join with other students to debate on "Personal Services—People or Machines."

III. Performance Goals

A. Assistance with domestic duties

B. Interviews of employed workers in personal services jobs

IV. Evaluation

A. Oral and written communications

B. Summary of involvement as shown on the wheel

C. Completion of assignments in "Student Activities"

Flexible Lesson Plan

First Day

Audiovisual introduction (See appendix for suggestions.)
Distribution and assignment of activities.
Discussion of experiences and interests of students in personal services

Second Day

Guest speaker or study tour (See appendix.)

Third Day

Current events on personal services (Use newspapers, magazines, and free printed material. Refer to examples in appendix.)
Individual assistance on activities

Fourth Day

Students' presentations of assignments
If time permits, improvisations of situations involving personal services careers

EXAMPLE: A student has opened a Sitting Agency. The class makes up the sitters in the agency. Both boys and girls are included. The student who is director of the agency reviews rules and regulations for being a good sitter. This agency takes care of the young, the old, the handicapped. The meeting ha. been called because there have been complaints from the clients (customers) as well as well as from the sitters. The director is getting across the rules but also listening to the problems of the sitters.

APPENDIX

1. Interdependence Chart

2. H.E.W. Chart

3. Stories, Data, Activities*

4. Want Ads

5. Predictions

6. Resources

   a. Study tours
   b. Speakers
   c. Media
   d. Printed Materials

7. Summation Wheel

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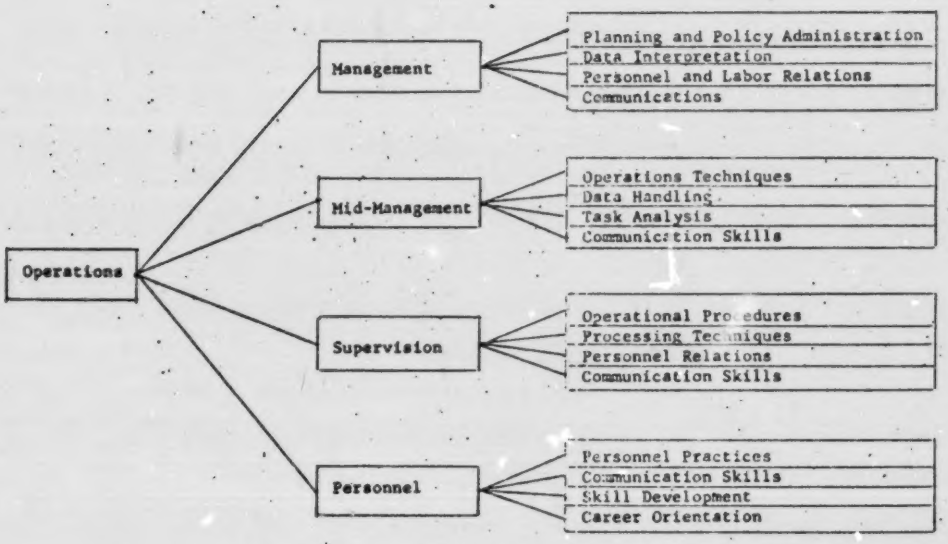
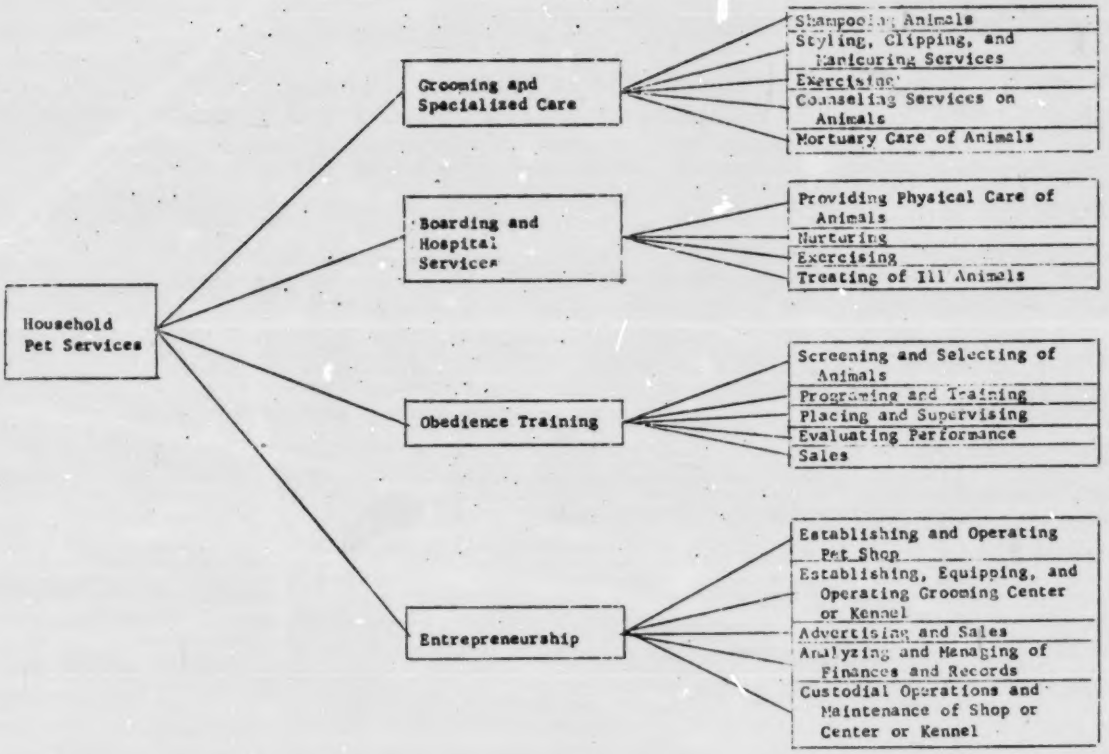
*This may vary with specific subjects in the different careers

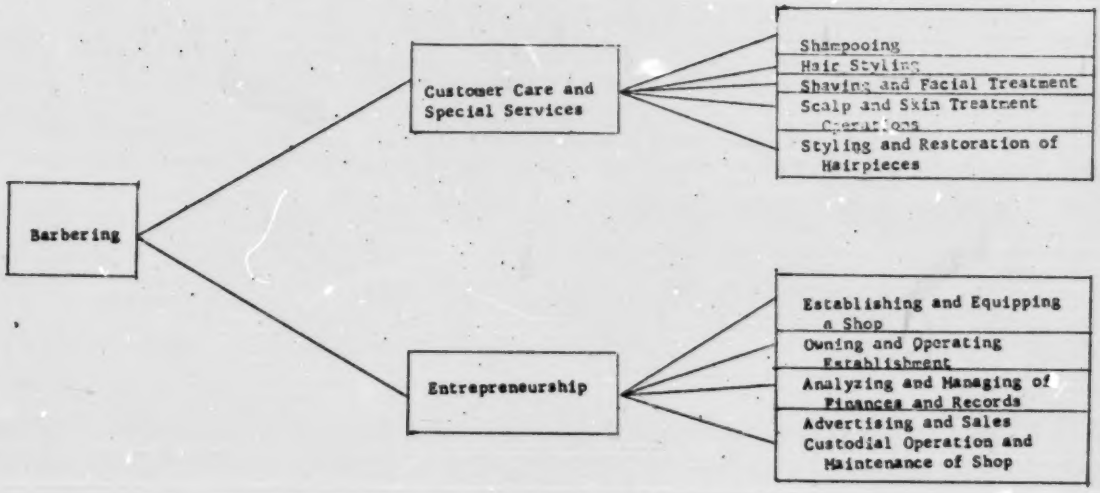
PERSONAL SERVICES — Interdependence — Examples of a Few People and Places

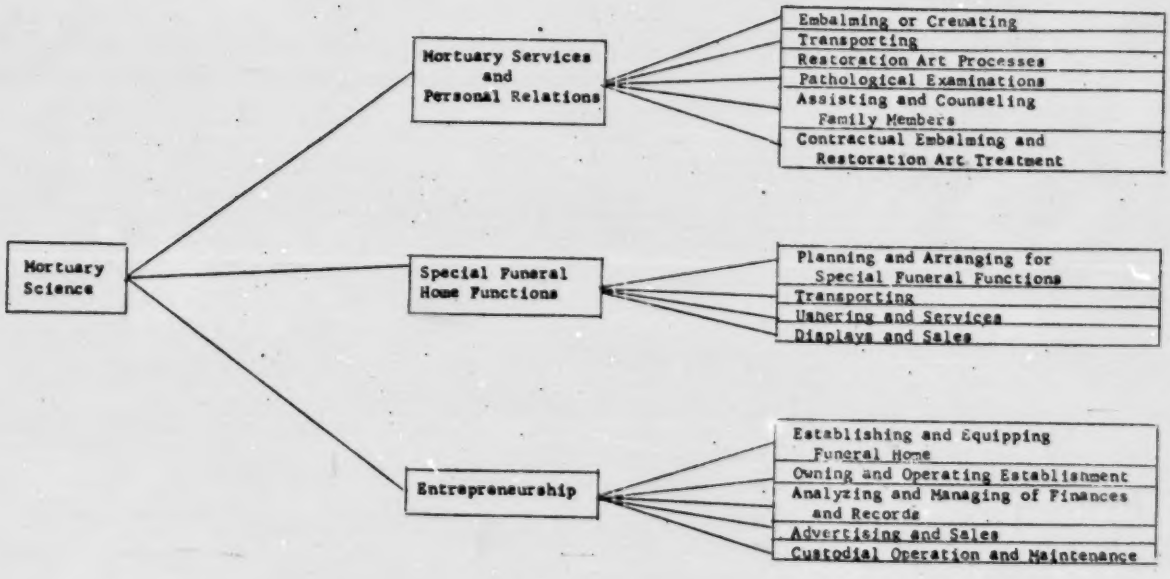
Projected Needs	Careers	Places of Employment
New Grooming Trends Why? Styles change	Hair stylists Color experts Wig designers Hair products salesmen Shampoo assistants Manicurists Shoe shiners	Beauty shops Barber shops Beauty Supply Houses Barber Supply Houses Department Stores
Weight guides Why? Overeating	Exercise machine salesmen Administrator of weight control clubs Writer of low calorie diets Demonstrator of exercises	Sports stores Weight control groups Magazine Publishers Television stations Radio stations
Housekeeping Help Why? Working wives and traveling husbands	Maid — "Nannies" Cook — Bell hops Butler — Baby sitters Waitress — Gardeners Waiter — Chauffeurs Housekeeping administrators	Private homes Nursery schools Hotels Sitters' agencies Day care centers Homes for the aged
Animal Care Why? Vacations	Pet keepers	Homes Kennels Pet shops
Health Foods Why? Concern for nutrition	Health food distributors Organic chemical researchers	Magazine publishers Health stores Chemical laboratories
Automatic Clearners Why? Thrifty do-it-yourselfers	Cleaning products salesmen Owners of Self-Service cleaning establishments	Self-Service shops for: Clothes, Rugs, Curtains, Automobile
Reading Guidance Why? Learning problems	Tutors Diagnosticians Teacher aides Instructional materials salesmen	Private clinics Special schools Reading instructional Materials laboratories

Job Clusters






Barbering
Customer Care and Special Services
Shampooing
Hair Styling
Shaving and Facial Treatment
Scalp and Skin Treatment Operations
Styling and Restoration of Hairpieces
Entrepreneurship
Establishing and Equipping a Shop
Owning and Operating Establishment
Analyzing and Managing of Finances and Records
Advertising and Sales
Custodial Operation and Maintenance of Shop


Mortuary Science
Mortuary Services and Personal Relations
Embalming or Cremating
Transporting
Restoration Art Processes
Pathological Examinations
Assisting and Counseling Family Members
Contractual Embalming and Restoration Art Treatment
Special Funeral Home Functions
Planning and Arranging for Special Funeral Functions
Transporting
Usnering and Services
Displays and Sales
Entrepreneurship
Establishing and Equipping Funeral Home
Owning and Operating Establishment
Analyzing and Managing of Finances and Records
Advertising and Sales
Custodial Operation and Maintenance

BEAUTICIANS –UNPAID PSYCHIATRISTS

On July 30, 1972, in *Parade* magazine, a Sunday section of the *Houston Post*, an article appeared about beauty operators in North Dakota. In this state the Mental Health Association has enlisted the aid of beauticians in helping solve emotional problems. Since North Dakota has only 19 psychiatrists in the entire state, a source of help was needed to ease tension and possibly avoid mental breakdowns.

Mrs. Sally Speidel, who runs Sally's Beauty Boutique in Bismarck said, "A woman may be in our stylist chair for an hour and a half. All this time she is unburdening herself by confiding in the beautician. We can help by listening."

The Mental Health Association realized that thousands of customers are seeking help for the heart more than for the head; so they prepared "Help" booklets listing referral agencies, such as alcoholism clinics and social services centers. Trained citizens who are in direct contact with many people can act as a guide to available services. The Governor of North Dakota, William L. Guy, wrote a letter to the State Board of Hairdressers and called for a broader understanding of mental health problems. As a result, at all 12 beauty colleges in North Dakota students now take a week-long intensive training course in how to be mental health helpers. Courses for experienced beauticians are also being planned. They meet on holidays to listen to a psychiatrist, a minister, a marriage counselor, or a recovered alcoholic.

Mrs. Joyce Robson, an experienced beautician and an instructor, says she can tell when a customer is nervous and upset because the scalp is tight or the hair is unusually dry and lacks glossiness. She warns operators to avoid making critical judgments and probing too deeply for information. "Rather," she says, "beauticians should provide support by expressing reassurance, warmth, and empathy. We are sounding boards."

Already North Dakota has received awards from the American Psychiatric Association and the Department of Health, Education and Welfare for its achievements in mental health programs. Volunteers are helping all over the state.

Since this article was written, the Eagleton case has occurred. Now, more than ever, it is necessary for citizen involvement to assist in being good listeners. The stigma cast on people who search for answers to mental health problems can be overcome if people trust each other with their burdens. A National Mental Health official, Herbert L. Rooney, said, "We're beginning to recognize that people are a natural resource for helping other people."

A BARBER COLLEGE

Dr. Tom Metcalf writes an unusual curriculum for students at Norris Barber College in Houston, Texas. A *curriculum* is a course of study. Dr. Metcalf includes courses that teach skills in styling and cutting hair for men. He also includes courses in remedial or advanced reading. An introduction to sociology and psychology is included. *Sociology* is a study of human association. *Psychology* deals with a study of human behavior. For easy reading in psychology, Dr. Metcalf has written a clever cartoon book on *The Bad Advice Book or How to Lose A Good Job (Without Really Trying).* Your teacher can contact Dr. Metcalf for a free copy of this book.

Courses in some of the biological sciences are a part of the studies at Norris. *Biology* is a study of plants and animals. This subject is needed for any barber to pass the state test.

In addition to learning the scientific terms needed on the state test, the Norris graduate is exposed to some of the well-known classics in art, music, and literature. The barber students are introduced to some of the best known concepts in philosophy. *Philosophy* is a study of the principles that cause, control, or explain facts.

Hair styling today is a very rewarding, sophisticated occupation. The work is interesting, the surroundings are pleasant, and most of the customers have many exciting experiences to relate.

The salary for service is good, but if a customer buys a hair piece (wig) for the head or chest, the total pay will be increased. The operator receives a generous commission on hair pieces and products sold to the customer. A *commission* is a salary based on a percentage of the total sale.

Dr. Metcalf is not only a curriculum writer for a barber college, he is also an associate professor at the University of Houston. He is in the Secondary Education Department. Some of his *leisure* or free time is spent in the Air Force Reserves at Ellington Field. *Reserves* are military people who train during evenings, weekends, or summer vacations. They are prepared to defend our country in case of trouble.

Dr. Metcalf's work takes him into many different fields. He associates with people in various life styles, and this helps him to find that all careers are interesting and worthwhile.

Test on Barber School Story

Fill in the blanks:

1. A study of plants and animals is _____.
2. The written plans for a course of study is called a _____.
3. A course in the study of human behavior is _____.
4. A _____ is the money paid for selling a service or product when it is a percentage of the values handled.
5. Another word for free time is _____.
6. _____ are military people who train part of the time so they can be ready to protect our people.
7. The study of principles which cause, control, or explain facts is called _____.
8. A science which deals with human association is _____.

BOB THE BUG MAN

By Mary Elizabeth Schell

This story is written from notes taken when interviewing Mr. Bob Bedingfield with Holder's Pest Control Company, Houston, Texas.

Bob is a bug man. He makes his living by keeping you from being bugged—not the eavesdropping kind but the crawling and gnawing kind.

Through the years people in warm, damp climates have depended on pest control companies to keep their dwellings free of bugs. Continued use of pest sprays in homes and commercial buildings has meant continued loss of weak members of the bug families. Only the strong ones survived to reproduce strong families. In biology this law of nature is called "survival of the fittest."

As strong bugs grew in number, the strength of pest control chemicals had to grow, too. The insecticide people asked chemists to search for stronger, more effective ways of controlling bugs. The chemists found newer and more powerful chemicals to do the job.

Finally, the race of strong bugs and strong chemicals reached a point where the government said, "Stop! The strong insecticides might affect people as well as bugs." Some strict regulations were placed on the use of chemicals.

Pest control companies agree that they wanted effective but safe chemicals, so the search for newer and better methods of preventing bugs is a continuous job.

At the present time, the insecticide company has compromised by using a safe spray, but the period of effectiveness is much shorter than in the past. This means buildings must be sprayed more often; so more and more workers are now needed in the pest control business.

Bob says if you are interested in a career of pest control, you will have some great benefits. You will be paid while you are trained, and you can set goals to keep your salary increasing. The company offers a good base pay. A *base* pay is a set sum of money paid to the employee each month. In addition to the base pay, sometimes a commission is paid. In Bob's case, a *commission* is extra money which is determined by a percentage of the sales made personally by the employee. Fringe benefits are also added to the pay. *Fringe* benefits are extras, such as insurance, retirement funds, and use of a car or truck.

As time goes by, some old jobs fade away and new jobs arise. The booming insecticide business is full of constant changes, new opportunities, and very good salaries.

WAITER OR WAITRESS*

Doris Sloan is a waitress at the Gourmet Restaurant. She has been working there for about four years. She likes her work and is well satisfied with the pay. Doris enjoys working with people and feels a sense of usefulness when she serves customers.

Doris began working as a waitress when she was in high school. At that time, she got a part-time job working evenings and Saturdays at a neighborhood pizza house. She learned how to prepare tables, take orders, and serve informal meals. She also cleaned tables; the small pizza parlor did not have busboys. On occasions, she operated the cash register or did other small jobs that were necessary. For her part-time work, Doris received $.65 an hour plus tips. Her tips usually more than doubled her hourly wage; so she averaged over thirty dollars a week for her twenty-four hours work. She also received her meals free while at work, but she had to provide her own uniforms.

After graduation, Doris decided to apply for a job at some of the finer restaurants in the city. She knew she would have much to learn as she continued her career as a waitress. Doris had several things in her favor when she applied at the Gourmet Restaurant. She had some experience as a waitress and a good recommendation from her former employer. She was neat and well groomed and had a pleasant disposition. She was a high school graduate, and she had taken several home economics courses. She had also expressed a liking for her former job, a desire to work with people, and a willingness to learn new things.

As you can guess, Doris did very well in her on-the-job training at Gourmet. She didn't seem to get frustrated under pressure during the busy dinner hours. She tried to be pleasant to people of all different personalities and didn't lose her temper when things went wrong. She learned mealtime etiquette, how to prepare tables, and how to serve formal meals. She worked hard to be friendly and to learn all her customers' preferences. Her hard work now pays off in good tips from satisfied customers. Her tips account for about two thirds of her income. With her tips, she gets paid very well. Also, her meals and attractive uniforms are furnished by the restaurant.

There are some disadvantages to her job or that of any waiter or waitress. Standing up for long periods of time and constantly moving, bending, and carrying can be very tiring. There is some danger of injury from burns, cuts, or falls on slippery floors. Sometimes customers are unreasonable and can't seem to be pleased. At times, the pressure for service at meal hours can be rather hectic. Also, the hours worked may sometimes be split shifts or weekends. Of course, many like Doris feel that the variety of new experiences, the different people, and the satisfaction of being a member of a smooth running team of chefs, cooks, waitresses, waiters, busboys, cashiers, and management make up for the disadvantages.

Advancement to head waiter or waitress, cashier, or dining room supervisor is possible for the person with experience and ability. The community college and high schools offer courses in food preparation or service. Restaurant management should take some special training. Check with nearby colleges for management courses.

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*This story is not original. The author and source are unknown.

If you are interested, you'll find that there are many jobs for waiters, waitresses, other food service workers. Newspaper ads, employment agencies, and the State Employment Commission offices have many openings listed.

Your teacher will help you with the following information.

Wage Scale: _____ per hour (State) _____ per hour (Local)

Preparation:

High School Subjects: _____ _____ _____

_____ _____ _____

Private Schools: _____ Yes _____ No

Junior College: _____ (Program) _____ (Name of Nearest College with Program)

Four-Year College: _____
Name of Nearest College with Program

Apprentice Program: _____
Name and address of Local Joint Apprentice Committee

You can help yourself with the following information. Check the want ads, yellow pages in the phone book, and leads from relatives and friends.

Part-time work now available at:

_____ Phone _____

_____ Phone _____

Qualifications for these part-time jobs are:

_____ _____

_____ _____

_____ _____

THE BARBER*

My brother owns a barber shop. His daughter, Ruby, is my niece, but we are the same age. She and I are in the same Career Orientation class at school. My brother knows we do some career planning in Career Orientation, so he asked me about my future. I told him I wasn't sure yet but that I wanted a job where I would be dealing with people and could be my own boss.

Ray quickly spoke up "How about my job? I have my own shop and people are my business. I really like my work, and I believe I'm suited for this personal service career. Of course, that doesn't mean barbering is for you."

I had always thought being a barber would be a good job. Ray had a nice, clean place to work, air-conditioning, a T. V., and his name on the sign outside. I knew he took time off now and then to go fishing or hunting. Also, he was quite popular with customers that came into his shop to talk about ball games, or keep up with local news while they got a haircut. I figured the job of barber couldn't be all good; so I decided to ask Ray to tell me about it. He really filled me in on things I didn't know about a barber.

In order to be a barber, you must take an examination for a barber's license. Exams usually include written tests and a demonstration of barbering skills after finishing barber school.

Training courses in barber schools usually run from six to nine months. The trainee learns haircutting, shaving, and massaging. He learns how to give treatments for the scalp and face. He learns how to take care of instruments and equipment. He also learns about sanitation, health and about various skin conditions. Altogether, he gets between 1,000 and 1,800 hours of instruction. He finds that many of his high school courses and his knowledge of how to study help him with his barbering instruction.

When he begins on his first job, he usually has to buy his own tools. They cost him $100 or more. If he wants to have his own shop later, it usually costs more than $1,000 per chair to equip the shop. Courses in business taken in high school can help the barber who wants to own and manage his own shop. He must know how to buy and sell. In other words, he has to know how to handle money wisely. A barber needs to have a good personality or disposition. Patience and friendliness also help a barber in his work with all types of customers.

He should have good health. He has to stand up most of the time, and he has to hold his hands up at shoulder level much of the time. He will have to pass health examinations required by the state.

He has to work hard at busy times, such as Saturdays, but he may have some slack periods at other times. A barber usually has Sunday and one weekday or half a weekday off from work. He usually puts in 40 or more hours per week.

Most barbers get paid wages or commission and tips. Those who don't own a shop are usually paid a straight commission, Some are paid straight salaries.

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*This story is not original. The author and source are unknown.

With today's long hair styles many barbers are having trouble earning a living. They have changed to fit today's needs in two ways. (1) They style long hair, and (2) they sell wigs or hair pieces. Even false hair for the chest is sold in some shops.

The barber who is skillful, has regular customers, and is in a shop at a good location usually makes the most money. Selling shampoo, spray, and other merchandise adds to his income.

I have become more interested in barbering since I talked with Ray. Now I'm writing to the State Board of Barber Examiners at our State Capitol. They will give me more information about licensing requirements. If you're interested, look in the Occupational Outlook Handbook for more information and addresses of agencies that have information about barbering as a career.

I'm keeping what I've found about barbers in a file with information about other jobs I'm considering. I hope to explore several other occupations before I finish Career Orientation. Right now it looks as if barbering might be a career I would enjoy. Many of the same qualifications will be required for my sister if she wants to become a beautician. She hopes to own her own shop some day.

The following information will be completed by your teacher.

Wage Scale: _____ per hour _____ per hour
State Local

Preparation:

High School Subjects: _____ _____ _____

_____ _____ _____

Private Schools: _____ Yes _____ No

Junior College: _____ _____
Program Name of Nearest College with Program

Four-Year College: _____
Name of Nearest College with Program

Apprentice Program: _____
Name and Address of Local Joint Apprentice Committee

Today's Exercise

BY JOSEPHINE LOWMAN

Here's a waist-slimming exercise: Kneel on your right knee and extend your left leg sideward with a straight knee, foot on the floor. Trunk erect. Bend your elbows and place your hands behind your head. Keep your elbows back as you bend your trunk to the left. Raise trunk and bend to right. Continue slowly, alternating.

The Houston Chronicle August 13, 1972

Can you find newspaper articles on personal services?

A Plumber Sitter for the Harried in New York City

© 1972, New York Times News Service

New York — Baby sitters have been around for a long time. But now hurried New Yorkers can have someone to sit with a plumber, a telephone man or a delivery man.

The woman who came up with this time-saving idea is Patricia Fay Lewis, a former teacher and social worker who has worked in Colorado, Ohio and New Jersey.

But last year, she decided to do something different. So, about eight months ago she began operating At Your Service in New York City.

She will sit in someone's office or apartment when repairs are to be made or deliveries received.

"Self-employed people are especially in need of such service," said Lewis the other day as she waited for the next telephone call.

Among the requests she has received was one from a man who wanted to know if she would sit in his car for 30 minutes in a no-parking place. She car-sat.

Others callers have asked her to collect their mail to forward or hold. Miss Lewis handles most of the requests but when there is a conflict she calls two helpers. Both women are personal friends, she said, "So I know they are conscientious and mature enough to make decisions."

Miss Lewis says she has a sense of mission about her sitting. "I want to save time for people who value time highly," she said.

To save time, her cost is $12 for one hour, $20 for two, $28 for three, $35 for four, $42 for five, $50 for six, $55 for seven and $60 for eight.

The Houston Chronicle September 17, 1972

Does this personal service job make you think of other new jobs that are needed in the Personal Service Field?

Matchmaker still plays important role in Egypt

Houston Post April 7, 1972

By SAMI RIZKALLAH

CAIRO (AP) — Wrapped in a long, flowing black dress called a Milaya, sometimes with a thin veil over her face and a profusion of gold jewelry dangling from her arms, she wends her way from house to house offering her services.

Her customers, mostly women, warmly welcome her but she pays little attention. Instead, she builds up anticipation by slowly sipping Turkish coffee and talking about everything except the subject she came for.

When she notices her hosts have become impatient, she smiles and opens her handbag to take out some photographs.

The pictures are snatched and examined by eager eyes. If they meet acceptance, serious but seemingly casual bargaining starts. If the pictures are a disappointment, then she is asked to try again.

People call her "Khatba," which means marriage agent or matchmaker. Her job is to gather information sometimes with pictures as proof, for persons who want to marry but do not know how or to whom.

In a traditional country such as Egypt, where in almost all rural areas there are no opportunities for young men and girls to meet socially, the Khatba still plays an important role.

Mothers of young girls and men seek her out because as a woman she can mingle with the families of both sexes without drawing any objection from suspicious fathers, who in some areas in upper Egypt, kill their daughters if they suspect a girl has met or even permitted herself to be seen by a man.

In these areas, a man has two alternatives if he wants to marry; either he depends entirely on the provided description by the Khatba, or he sends a relative to see for him.

But he cannot unveil his bride's face until they are alone after the wedding.

The mothers of the would-be brides, anxious to see their daughters get married, pay the Khatba well. The would-be groom pays less but the matchmaker makes up the difference in tips she gets for her visits as encouragement to try harder.

A Khatba usually earns the equivalent of $230 to $345 a month, depending on how rich her customers are. Such income is considered high in Egypt, where the annual per capita income is below $200.

But her days are numbered, thanks to Women's Lib and the cost of living.

"The business is not as profitable as in the past," complained Um Mohammed, a 38-year-old Khatba in Shubra, a Cairo suburb.

"The spread of education in such a big city as Cairo spoiled the business, girls and young men now choose by themselves.

"Permitting girls to work side by side with men has reduced our chances. What makes things even more worse is that men now prefer working girls in order to maintain a standard of living similar or near the one they see in movies and television."

But the business still is prosperous in villages and small towns, "where we still have an uncontested monopoly in the marriage market."

HOW TO LOSE A JOB AS BABYSITTER AND AT THE OFFICE

QUESTION

Dear Ann: The supervisor at the loading dock asked me if I'd sit with his infant son while he and his wife went to a reception. Their babysitter conked out. I agreed, although I had very little sleep the night before and was dead tired. The kid started to cry so I decided to entertain him by pinning a bath towel around myself like a diaper. I put on his bib and bonnet and stuck his bottle in my mouth and pretended to drink it. When the boss and his wife returned the kid was screaming and I was asleep on the couch in that stupid outfit. How do I get my job back? — Canned

ANSWER

Dear Canned: Plead temporary insanity.

Houston Chronicle
Oct. 1, 1972

A BARBER o o o o o

BARBER

Cuts hair; may do fancy styling

May tint, bleach or dye hair

Keeps own work area and equipment clean

and

May shave customers

A BARBER MUST

- Get a Health Certificate
- Be licensed by the State Board of Barber Examiners

$$$ THE PAY $$$

Approximately $125.00 per week

May work on commission basis

May receive tips

THE HOURS

- 40 hours a week
- Saturday work usually necessary

Texas Employment Commission

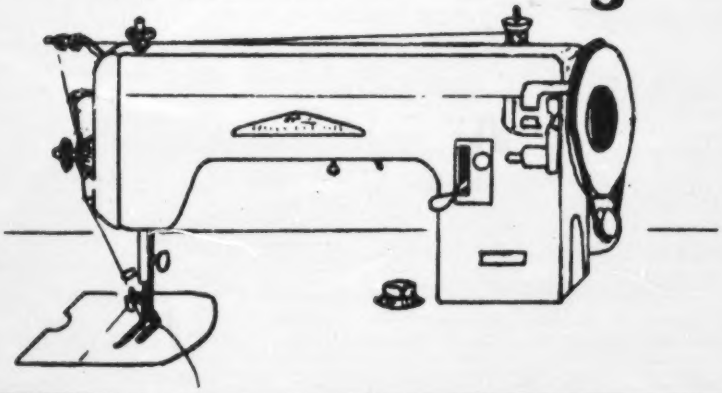
Extras You MAY Get

- Pension plan
- Uniforms

A BARBER SHOULD

Be at least 16½ years old
Be in good health with full use of hands, fingers, arms, and legs
Have good eyesight and hearing
Be able to stand 8 hours a day
Have finished at least 10th grade
Be friendly, tactful and patient
Be able to talk and work at the same time

SEAMSTRESS and Alteration Lady



A SEAMSTRESS Should:

- BE ABLE TO READ AND WRITE
- KNOW ARITHMETIC
- BE ABLE TO USE HER HANDS WELL
- BE NEAT AND CLEAN
- HAVE COLOR SENSE
- BE ABLE TO WORK QUICKLY
- HAVE GOOD EYESIGHT
- BE ABLE TO WORK ON HER OWN WITH LITTLE SUPERVISION

The Pay

From: $1.60 per hour
To: $2.00 per hour

The Hours

Usually 40 hours per week

Where She Works. . ..

- DEPARTMENT STORES AND SPECIALTY SHOPS
- HOTELS, MOTELS, HOSPITALS, AND OTHER INSTITUTIONS
- LAUNDRIES
- DRY CLEANING SHOPS
- LINEN SUPPLY FIRMS
- IN HER OWN HOME

Learn How

- HIGH SCHOOLS
- VOCATIONAL SCHOOLS
- HOTEL HOUSEKEEPING COURSES

TEXAS EMPLOYMENT COMMISSION

A BELLMAN

Takes guests to their rooms

Carries baggage

Pages guests; delivers messages; runs errands

also

Checks room for supplies; explains services

$$$ THE PAY $$$

From: $1.25 per hour
To: $1.70 per hour

plus tips

THE HOURS

- Much weekend, holiday, and night work
- Some rotating shifts
- Often seasonal work

Texas Employment Commission

Extras You MAY Get

- Uniforms
- Paid vacations
- Group insurance plans
- Some meals

A BELLMAN SHOULD

Be neat in appearance
Have a pleasant personality
Be polite
Enjoy working with people
Be honest, tactful, and discreet
Be able to be on his feet all day

COSMETOLOGIST

A BEAUTY OPERATOR

Shampoos, styles
and
sets hair

May bleach
or
tint hair

Also

Combs out
and
arranges hair

Gives permanents

and

May give manicures,
facials or skin
treatments

May cashier, sell supplies
or
make appointments

Texas Employment Commission

Extras You MAY Get

- Paid vacations
- Paid holidays
- Life & Health
- Insurance

A BEAUTY OPERATOR MUST

- Get a Health Certificate
- Be licensed by the Texas State Board of Cosmetology

THE HOURS

- Usually 40 hours a week
- Evening and Saturday hours usually included
- Part-time work also available

$$$ THE PAY $$$

From: $12.00 per day
To: $15.00 per day

(Commissions are usually added)

A BEAUTY OPERATOR SHOULD

Be at least 18 years old
Really enjoy working with people
Be clean and neat
Be free from allergies
Be able to stand 8 hours a day
Work well with his hands
Have finished the 10th grade or score same on G.E.D. test
Be willing to buy own uniforms and equipment

WAITER or WAITRESS

THE JOB

If you take a job as a waiter or waitress, you will probably

- take customer's orders
- serve food and drinks
- make out customer's checks
- take customer's money and bring change

In smaller eating places, you may

- set up and clear tables
- carry dishes back to the kitchen

In larger, more formal restaurants you may be expected to

- suggest wines
- prepare and serve salads
- answer questions about food preparation

About 7 out of 8 workers in this occupation are women.

Most waiters and waitresses work in restaurants. Many others are employed by hotels and schools.

TO QUALIFY

You should

- be in good health
- be neat in appearance
- be even-tempered
- be able to lift heavy trays

You should also

- know how to add checks and figure tax
- not mind being rushed at times
- be able to stand a lot

You do not need a high school diploma to do this work.

* U. S. GOVERNMENT PRINTING OFFICE : 1972 O -

CHANCES FOR PROMOTION

Chances for promotion are limited in smaller eating places. With experience, you may transfer to a larger restaurant, where pay and opportunities are better. You may advance to the position of

- cashier
- headwaiter
- hostess

Some workers who take courses given by trade and vocational schools or hotel or restaurant associations may become managers.

THE PAY

If you work as a waiter or waitress, you will be paid a base wage by your employer, and you will also receive tips from the guests you serve. The tips are usually greater than the wages paid.

Depending on the part of the country and your employer, wages range from about $ .80 to more than $2.00 an hour. What you earn, therefore, depends mostly on HOW MUCH YOU GET IN TIPS.

BEAUTICIAN

THE JOB

If you become a beauty operator, you will

- shampoo • set • cut • straighten
- bleach • tint and • style hair

You may also

- give manicures and facial treatments
- advise on makeup
- shape eyebrows
- clean and style wigs and hair pieces
- make appointments for customers

About 9 of every 10 beauty operators are women.

TO QUALIFY

You need to

- be skillful in working with your hands
- like designing hair styles
- get along well with others and be willing to follow customers' instructions
- be able to stand for hours, and constantly use your arms
- be well groomed

You need a license to be a beauty operator. State laws differ, but in most States this requires you to

- be at least 16 years of age
- present a certificate of good health
- have completed at least the 8th grade (in some States, the 10th or 12th) and
- pass a licensing test

ABOUT TRAINING

Before taking your State licensing test, you must complete 6 months to 1 year training in a State-approved program. In some States you can substitute 1 to 2 years of paid apprenticeship in a beauty shop for a school training program.

You can take training in

- a public vocational school
- a private school

Check with the local office of your State employment service to see if the government sponsors a training course in your community.

THE PAY

Depending on the section of the country and whether the shop is in a large city or a small town, beginning operators often earn between $75 and $100 a week. Some top stylists earn $300 or more a week. In every case tips boost earnings.

WORKING CONDITIONS AND BENEFITS

As a full-time operator, you usually work

- 40 hours or longer a week
- late afternoons and Saturdays

If you work in a large beauty shop, a department store, or a hotel, you are likely to have

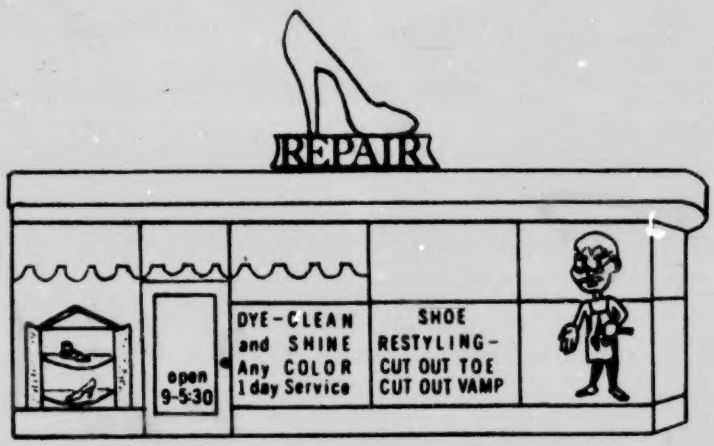
- life and health insurance and other employee benefits
- paid vacations (of at least 1 week after a year's work)

You must usually furnish your own uniform, and in some shops, the tools of the trade—such as brushes, combs, and clips.

Some beauty operators are union members.

GOVERNMENT PRINTING OFFICE 1972 O - 475-

shoe repairman



The Pay

From: $100.00 per week
To: $185.00 per week

The Hours

Usually 44 hours a week
May work half day on Saturday

A Shoe Repairman Should . . .

HAVE GOOD EYESIGHT

WORK WELL WITH HIS HANDS

BE ABLE TO BE ON HIS FEET 8 HOURS A DAY

BE PLEASANT IN HIS DEALINGS WITH THE PUBLIC

KNOW ARITHMETIC

NOT MIND NOISE

LIKE TO WORK ALONE

Learn His Trade .

ON-THE-JOB

Find the Work . .

BY APPLYING AT:

SHOE REPAIR SHOPS

DEPARTMENT STORES

DISCOUNT STORES

POST EXCHANGES
(AT MILITARY BASES)

TEXAS EMPLOYMENT COMMISSION

JANITOR

The **HOUSTON CHRONICLE** is now taking applications for janitorial position. Must be in good physical condition and have local references. Excellent benefits and working conditions.

Interviewing Hours 8:30 A.M. - 11:30 A.M.

or 1:30 P.M. - 4:30 P.M.

APPLY IN PERSON ONLY

PERSONNEL DEPARTMENT
Room 516, Chronicle Building

512 Travis

An Equal Opportunity Employer

SPANISH speaking housekeeper, live in 5 days. 3 children. Near bus. 781-3570.

BABYSITTER. Southwest. 2 children afternoons & evenings. Own transportation, references. Call 781-6599.

HOUSEKEEPER LIVE IN
2 SCHOOL BOYS. SOME WASHING, $25. WEEK. 694-2060.

LIVE-IN
Housework + cooking Salary open. Odie 941-0052, 733-9548

GOURMET COOK. 5 days wk. 2 till after dinner. Must have good references. River Oaks. 622-1854.

MATURE LADY LIVE IN HOUSE-KEEPER
PASADENA AREA,
1905 BUCHANAN - 473-7242

LIVE IN MAID COOK
Excellent opportunity for top housekeeper with drivers license to lovingly care for 2 small children & home. Lovely private quarters & TV. Paid vacation. Salary open. MO 7-9521, CA 7-1515 Ext. 5.

MATURE reliable lady to live-in, care for 12 year old boy. Monday-Friday. References required. Call 626-8520 After 6 pm. 774-4177.

ELDERLY LADY. ROOM. IN EX-CHANGE FOR LIGHT HOUSEKEEP-ING. HI 3-1329.

LIVE IN Housekeeper, care for school age child. Sunday & Monday off. 946-5489

EXCELLENT COOK-HOUSEKEEP-ER FOR COUPLE. DRIVE. CALL 8-:30 AM OR 4-6 PM 665-2872.

BRIDAL catering service. Fully equipped with everything. Mixer, punch bowl, etc. 672-2169 8-5.

BARBECUE-Mexican cafe, estab-lished. Nice pit with fixtures. Corner West Gray. Lease reasonable. 528-6187.

BEAUTY SHOP newly redecorated, fully equipped. Parking area. For rent $125 mo. 926-9476

BEAUTY SHOP
Established 4 chair shop
Westbury Sq. Sacrifice.
467-9400 **WEST WAY** 467-8839

BUTCHER Experienced. Needed to invest little money in established meat market grossing $16,000 per mo. Good profit, nice working condition. 946-8199, 944-8096.

BAKERY. Profitable; wholesale Market. Valuable land and bldgs., Equipment. Owner will finance. DEL LINGCO CORP. 626-2992

BEAUTY SALON for Sale—3 operator shop. Excellent business. Fully equipped. Quail Valley vacinity. 499-1203. 499-1835. 721-2471.

BEAUTY SCHOOL & Dormitory with furniture. License Pd. up for 1 yr. Write P.O. Box 792, Tyler, Texas.

BEAUTY SALON S.W. AREA
6 operator shop
Call 771-3728 after 5 p.m. or 666-4254

BUSY DOWNTOWN BEAUTY SHOP. Established clientelle. Must sell. 442-8908

CHILD CARE BUSINESS
Ideal for owner operation or man & wife team. Terms. 641-0551.

CAFETERIA & RESTAURANT: Nice. Owner having to repossess. Sell at a steal. 869-4041

INTERIOR DECORATOR

GUARANTEE PLUS COMMISSION
PLUS 50% OF NET PROFIT
FOR INDIVIDUAL WILLING TO
INVEST AND EVENTUALLY OWN.

OWNER WILL FINANCE.

782-8042

NEEDED AT ONCE

Permanent Openings For

GENERAL LAUNDRY HELP

Experienced and Inexperienced Women Needed

- ★ SHIRT LINE OPERATORS
- ★ SEWING MACHINE OPERATORS
- ★ PACKING DEPARTMENT
- ★ PANT LINE OPERATORS
- ★ EMBROIDERY MACHINE OPERATORS
- ★ MENDING AND SHAKE OUT

Good Working Conditions. Excellent Benefits.
APPLY READY FOR WORK

BEST UNIFORM SUPPLY
6410 Cavalcade **675-3281**

Houston Chronicle
October 8, 1972

PREDICTIONS FOR PERSONAL SERVICE FIELDS

When you consider a job, it is necessary to study employment predictions. You want to be sure your kind of work will be needed. The Texas Employment Commission has recently published a book, *Texas Employment Outlook to 1975 by Industry and Occupation.* This book points out the growing need for service careers.

"Employment of service workers increased over 30 percent between 1960 and 1968 and rose from about 430,000 to nearly 561,000. The major factors underlying the expansion in employment of service workers during this period were a rising population, expanding business activity, increasing leisure time, and increasing disposable personal income. Employment requirements for service workers are expected to reach about 647,000 in 1975, about 15 percent above the 1968 level."

The nature of service on a person-to-person basis means the labor-saving machines cannot usually replace a person. The Texas Employment Commission writes "over-all, the number of jobs eliminated by labor-saving machines is expected to be small compared to the number of new jobs created as the demand for service workers expands."

Any personal service that is done well can give valuable experience that may lead to promotions. Even more important is the fact that personal service careers give a strong feeling of satisfaction. In this career field, a person can immediately see the help he has given another human being.

PERSONAL SERVICES
STUDY TOURS

Picture Framing

ALLART PICTURE FRAMERS, INC.
Mr. Ronald Avera
802 Westheimer
Houston, Texas 77006
526-3631

Description: Large selection of antique prints, reproductions, original oil paintings—do custom framing.
Specifications: Welcome tourists; No minimum; Maximum 4.
Tour classification: Open house.

Hotel

HOTEL SONESTA
1700 Smith Street
Houston, Texas
227-6461

Description: Study tour of a beautiful downtown hotel. Career opportunities will be shown. Films included. Contact Mr. David Wheelhouse for arrangements.

Barber College

NORRIS BARBER COLLEGE
10330 Eastex Freeway
Houston, Texas 77016
697-2958

Description: Study tour of on-the-job training, video tape instruction, and demonstrations of hair styling, hair analysis, and treatment. Contact Dr. Tom Metcalf, curriculum writer, at the Barber College or at his University of Houston number (749-1641).

Beauty Shop

MRS. HELEN NICHOLS BEAUTY SHOP
2002 Chantilly Lane
Houston, Texas 77018
682-5139

Description: Study tour of a small shop. Owner demonstrates ability to cut, style, and color hair; also she includes warmth and personal concern for each customer.

PERSONAL SERVICES RESOURCES

Speakers

Mrs. Emma Lou Godkin 695-5118
Garden Oaks Beauty College, Night Instructor
Certified by TEA and Voc. C.

Mr. E. W. Gidden 928-5141
Monument Distributors — Forest Park Memorials
(free materials and tour)

Mr. P. E. Compton 521-0426
Massey Business College
(speaker, also will arrange tours)

Mr. Bill Lufburror 692-6221
Rehabiliatation — Goodwill Industries
(speaker, tours, films, filmstrips, free printed materials)

Mrs. Buddy Smith . . . . . 224-4211, Ext. 327
Consultant for Food Services, Texas Employment Commission

Dr. T. Metcalf 697-2958
Curriculum Writer for Norris Barber College 749-1641
10330 Eastex Freeway, Houston, Texas 77016

Mr. George E. De Shazo 626-4190
Wyatt Cafeterias, 4000 Westheimer

Mr. David Wheelhouse 227-6461
Hotel Sonesta, 1700 Smith
(Field trips and films)

Mr. Bill Bennett 223-2089
Bill Bennett Restaurants

Mrs. Helen B. Nichols 682-5139
Beauty Shop
2002 Chantilly Lane
Houston, Texas 77018

PERSONAL SERVICES

Media

FILM	*NUMBER*	*TIME*
Cooks, Chefs, and Related Occupations Sterling Educational Films	5305	7 min.
Helen Keller and Her Teacher McGraw-Hill	L-5422	27 min.
Job Opportunities in Hotels and Motels Sterling Educational Films	5307	11 min.
The Golden Fish Story of a boy who cares for pets	M-4409	
Careers in Cosmetology Special training needed	3695	13 min.
To a Babysitter Shows responsibility of a babysitter and of parents	M-3378	14 min.
Modeling Careers Opportunities for both sexes	M-4906	15 min.
Pets: A Boy and His Dog Suiting a pet to the environment. Caring for its health	5083	11 min.
The Scoffer Bakery worker breaks rules	4748	8 min.
Why Not Be Beautiful? Explains diet, exercise, cleanliness, and make-up	M-4767	20 min.
Jobs in the Baking Industry	5319	7 min.

Filmstrips

*Job Opportunities in a Restaurant**
Purchased from:
Mr. James Rigel
S. V. E. Inc.
6003 Greemont
Houston, Texas 77018

*A New Horizon: Careers in School Food Service**
Purchased from:
Guidance Associates
Pleasantville, New York 10570

*Not available in AV center at H.I.S.D.

PERSONAL SERVICE CAREERS

E=Excellent
G=Good

Printed Materials Bibliography by
Mrs. Mary Belt—Frondren Junior High School

Evaluation	*Pamphlets*	*Source*
G	"Electrologists"	Career Corner The Houston Post 9-20-71
G	"Finding out about Exterminators"	SRA Junior Occupational Brief 259 E. Erie St. Chicago, Illinois 60611
G	"Apartment House Janitors"	SRA Occupational Brief
E	"Barber"	Occupational Brief Chronicle Guidance Publication Moravia, N.W. 13118
G	"Counseling: A Helping Relationship"	Am. Personnel and Guidance Associates 1607 New Hampshire Washington, D.C. 20009

Library Books Available

Careers in Hotels and Restaurants	Gerald W. Lattin Walck, H. Z. 1967
Lawyer	T. Smith Macmillan 1961 New York
Choosing a Career in the Changing World	V. V. Westervelt Putnam 1959

CAREER INFORMATION FOR YOUR FIELDS OF INTEREST

Get recent books and magazines from public or school library.
Go to see the State Employment Offices.
Send for government bulletins and information from schools and business leaders.
Visit places of work.
Join clubs. Find hobbies and crafts that tie in with your interests.
Know your Social Security Number and Laws of U. S. Department of Labor.
Make your own visual aids. See films on careers. Check magazines and newspapers.
Practice writing letters of application. Keep your resume up to date.
Interview friends, relatives, neighbors, civic, and business leaders.
Attend classes in careers and related subjects.
Keep up with changes in the working world.
Do volunteer work.